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ABSTRACT

This document consists of the printed technical documentation that accompanies the English Language Proficiency Study (ELPS) machine-readable data file when obtained from the Bureau of the Census. The ELPS was conducted by the United States Bureau of the Census for the Department of Education to provide materials with which the Department of Education could meet its legislative mandate to provide estimates of the numbers of children with limited-English-proficiency from non-English-speaking backgrounds by state and by language Data were collected for adults as well as for children. Tests of proficiency in reading, understanding, and producing English were administered to adults and children from English and non-English backgrounds. Characteristics such as age, race, household relationship, Spanish origin, languages spoken at home, proficiency in English school enrollment, highest grade completed, country of birth, and parents' country of birth are shown for every person in each household enumerated. In addition, information is given on household income and language usually spoken in the household. Residence for non-English background households is identified by state or state grouping for selected languages. Sample questionnaires, language tests, test examiner handbooks, glossary, code lists, and a data dictionary are included. (Author/VWL)

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English Language Proficiency Study (ELPS), 1982

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TECHNICAL DOCUMENTATION

ENGLISH LANGUAGE PROFICIENCY STUDY (ELPS), 1982 MICRODATA FILE

TECHNICAL DOCUMENTATION

Washington, D.C.

1987

U.S. DEPARTMENT OF COMMERCE

C. William Verity, Secretary
Clarence J. Brown, Deputy Secretary
Robert Ortner, Under Secretary for Economic Affairs

BUREAU OF THE CENSUS

John G. Keane, Director
C. Louis Kincannon, Deputy Director

ABSTRACT

English Language Proficiency Study (ELPS), 1982 [machine-readable data file] / conducted by the Bureau of the Census for the Department of Education. –Washington: Bureau of the Census [producer and distributor], 1987.

Type of File:

Microdata; unit of observation is individuals, families, and households.

Universe Description:

The universe is the civilian noninstitutional population of the United States living in housing units and male members of the Armed Forces living in civilian housing units on a military base or in a household not on a military base. A probability sample is used in selecting housing units.

Subject-Matter Description:

The English Language Proficiency Study (ELPS) was conducted by the Bureau of the Census for the Department of Education to provide materials with which the Department of Education could meet its legislative mandate to provide estimates of the numbers of children with limited English proficiency from non-English backgrounds by state and by language. Data were collected for adults as well as children.

Tests of proficiency in reading, understanding, and producing English were administered to adults and children from English and non-English language backgrounds.

Characteristics such as age, sex, race, household relationship, Spanish origin, languages spoken at home, proficiency in speaking English, school enrollment, highest grade completed, country of birth, and parents' country of birth are shown for each person in the household enumerated. In addition, information is provided regarding household income and language usually spoken by that household.

Geographic Coverage:

For non-English background households, residence is identified by state or state grouping for selected languages. For English background households, state of residence is not provided.

Within confidentiality restrictions, indicators are provided for Standard Metropolitan Statistical Area (SMSA)/non-SMSA and central city/noncentral city.

Technical Description:

File Structure: Rectangular.

File Size: 15,016 logical records; record size is 996 characters.

Reference Materials:

"English Language Proficiency Study, 1982 Technical Documentation." The documentation includes this abstract, pertinent information about the survey and the file, a glossary, code lists, and a data dictionary. One copy accompanies each file order. When ordered separately, it is available for $5 from Data User Services Division, Customer Services (Tapes), Bureau of the Census, Washington, D.C. 20233.

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ENGLISH LANGUAGE PROFICIENCY STUDY
(ELPS)
DATA FILE DOCUMENTATION

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I. OVERVIEW

This manual provides documentation for the public-use datafile of the English Language Proficiency Study (ELPS), undertaken by the Bureau of the Census in the Fall of 1982 for the Department of Education. The information in the Chapters II and III is taken largely from a series of internal memoranda used to document the survey as it was in process. Chapter IV, the Record Layout and Dictionary, details the current rectangular file structure for the data user and how the file corresponds to the general survey instruments (Chapter V) and the tests themselves (Chapter VI). While Chapters II through VI provide specific information about the sample, the survey procedures, the datafile and its' construction, users of these data are advised to keep several general points about this survey in mind when using these data:

1. The ELPS sample was designed with disparate analytic and estimation goals. The sample weights which arise from the resultant complex sample may create difficulties for the user. In effect, the ELPS sample is composed of two parts:

    ~~1) A large sample of persons in dwellings which, in the 1980 Census, had contained a non-English language background (NELB) househol~~d. (The design anticipated that these dwellings would be likely but not certain to contain NELB households in 1982.)

    2) A small sample of persons in dwellings which, in the Census, had not contained a NELB household. (The design anticipated that these dwellings would be likely but not certain to contain non-NELB households in 1982.)

    To combine these two samples to represent the entire population, cases in the large sample from the relatively small universe of 1980 NELB dwellings receive small weights, wh~~ile cases in the small sample from the large universe of 1980 non-NELB dwellings~~ receive la~~rge weights~~. Weights range from less than ~~50~~ or more than 3[redacted]. The mean of the weights is about 12,700 and the standard deviation is about 68,000. (Because the design of what is represented here as two samples was much more elaborate, there is even more variation in weights than this discussion might suggest.)

    Because some sample cases in an analytic category, e.g., Thai or Vietnamese language background persons, or high school graduates, could have small weights while others have huge weights, it is possible or even likely that estimates of the characteristics of such a category are the characteristics of one huge-weight sample person. While this situation is handled by the sampling theory under which parameters and their standard errors were originally estimated, their credibility is somewhat diminished. The operational effect of the extreme weights is seen only if one attempts to use the weights to estimate population counts. Because the weights are so variable, the confidence interval that is derived for the population estimates will be quite large. If one uses the data only as a sample without regard to population weights this issue is, obviously, avoided. However, because of the complex structure of the sample design, the statistical assumption that the sample is essentially a simple random design is in error, and analyses based on this assumption may be very misleading.

2. While the ELPS yielded a large number of persons who were selected for testing, not all "test persons" yielded a test grade or pass/fail result. Approximately 20 percent of all adults and 10 percent of all children selected for testing do not have sufficient information to generate a "grade" for the case. Cursory examination of these cases indicate that test persons without test data exhibit certain systematic characteristics. A large portion of the adults, for example, are quite old, have little education, and do not speak English. A smaller group, however, are young, do speak English and are well-educated. The possibility that two different general effects (i.e., total failures and absolute refusals) are operating to produce the non-responding test population cannot be demonstrated here, but users need to be cognizant that this group is both large and non-random in nature.

3. The tests used in this study were designed to assess "English language proficiency," the ability to understand and use the English language. These tests were developed by several groups of expert individuals, knowledgeable of language proficiency issues and measurement problems and techniques, under contract to the Department of Education and its predecessor. The childrens' tests were developed by Miranda Associates, Inc., of Bethesda, Maryland, and are the property of that organization. The adult test was developed by J. Robert Scott, Dick S. Caulkins and Karen Rowlett of the Resource Development Institute of Austin, Texas (now defunct). Many of the items and tests had been used and validated in previous research. A "Final Report" on the development of the Measure of Adult English proficiency (3 volumes) was submitted to Henrietta Hyatt, project officer, under contract number DHEW 100-78-0117, in September 1979. The test was subsequently modified and shortened. Background on the childrens' tests may be found in the two-volume final report of the Children's English and Services Study, submitted by L. Miranda and Associates to the National Institute of Education, in February 1979.

   These test are not literacy tests, although they may measure some level of functional literacy. The concepts of literacy and functional literacy have received much attention in recent years, and no single definition, test or measure has achieved consensus. Users of ELPS data should recognize that they are not using an "official" or national literacy test in any respect.

II. INTRODUCTION

A. PURPOSE OF THE ENGLISH LANGUAGE PROFICIENCY STUDY

The ELPS was conducted by the Bureau of the Census for the Department of Education (ED) in order to fulfill ED's legislative mandate to provide counts by state and by language of children with limited English proficiency (LEP) from non-English language backgrounds and also to provide comparable data for LEP adults. The ELPS data were needed for both legislative and administrative purposes.

To aid ED in fulfilling it's mandate the Census Bureau interviewers were instructed to obtain information on household members' ages, language spoken, and level of educational attainment. They were also instructed to administer languages tests that measured selected household member's proficiency in English language skills.

B. THE ELPS SAMPLE FRAME AND SAMPLE DESIGN

The basic sampling frame for the ~~ELPS consisted of occupied housing units in the 1980 Decennial Census sample~~ and ~~69 newly constructed~~ housing units. The selection of the Census households was based upon the language spoken in the household (from Item 13b) and the presence or absence of school-age children and whether at least one household member spoke a language other than English (from Item 13a on the 1980 Census long from questionnaire). A control sample was also selected that consisted solely of households in which English was the only language spoken. The 69 newly constructed housing units were selected from new construction permits issued as of April 1979.

A total of 29,230 proficiency tests (7,296 adult and 18,207 children (see Figures 1 and 2) were administered at the sample households. In order to assure that the tests administered were an equal representation of the sample population, within household sampling procedures were instituted. No more than two proficiency tests were administered in any household. At households with adults only, one adult was tested. At households with children, two children were tested, if available, in two-thirds of these households, and one child and one adult were tested in the remaining one-third.

C. DATA COLLECTION

General

Household information for the ELPS was obtained by using the ELPS-1 questionnaire. The household roster section (questions 6 through 22) obtained, sex, age, language spoken and educational attainment information for each household member. The test person selection section (questions 23 through 26d) obtained detailed demographic data on race, ethnic origin, country of birth, year of immigration and parents country of birth for the selected test person. Information about the households sources and amount of income and the number of weeks the reference person (the questionnaire respondent) and the adult selected for testing were employed was obtained in the household information section (questions 36 through 44).

The English proficiency of the selected persons (see paragraph V, Procedures section, for test person selection procedures) was measured by their performance on language tests. The adult tests, the Measure of Adult English Proficiency (MAEP), were developed by the Resource Development Institute, Inc., in Austin, Texas. The tests measured receptive and productive skills in the areas of listening, speaking, reading and writing. The childrens tests, the Language Measurement and Assessment Inventories, were developed by L. Miranda and Associates in Bethesda, Maryland. These age specific tests measured English language skills typically emphasized in the public school systems throughout the United States as well as language processes necessary for the mastery of skills. Separate tests were administered for each age from 5 through 14; persons aged 15 through 18 were given the age level 14 tests.

The actual field data collection operation was conducted according to the established procedures without any major problems. The dates of the field operation were September 1, 1982 to October 30, 1982. Interviewing began two weeks early in the New York and Los Angeles Regional Offices because of their large work loads and the availability of their interviewers. The closeout was delayed beyond the original October 15 deadline because the New York interviewers were assigned to work on the Welfare Match Follow-up Decennial project. The final field Type A rate as 2.9 percent (see Figure 3). The noninterview rate for the language tests was 11 percent for the oral tests and 20 percent for the written tests.

The most frequent interviewer error was the calculation of the test age, the person's age as of April 1, 1982. The test age was used to determine which age level test to administer. Errors were also made in the transcription of the person numbers and ages to the different sections of the questionnaire.

Procedures

~~The addresses of the approximately 9,000 households that were~~ drawn from the Decennial Census were obtained in a clerical look-up and transcription operation. After the work load distribution to the regional offices, individual work loads were assigned to interviewers.

The ELPS interviews were conducted by personal visit. An introductory letter was sent to each household prior to contact. The letter discussed the purpose and voluntary nature of the study. The letter was also translated into several other languages so that an introduction in the respondent's primary language was possible.

At each selected household the interviewers obtained household and individual information by asking the ELPS-1 questionnaire items.

During the course of the ELPS-1 questionnaire interview the interviewers were instructed to select a person to be tested. A random selection scheme was used to select the test recipients within each household. The selection scheme was constructed to insure that all persons who were at least 5 years of age on April 1, 1982 were eligible to be tested. The household roster, the household members test ages, a person selection number (located on the address label) and a sampling label were used to insure that a uniform distribution of tests were obtained.

The person selection number ("1" or "2") indicated the number of children to select for testing. The sample selection label was divided into an "Age of Children to Test" category and a "Number of Adults in the Household" category. These categories contained a random array of numbers that were used to select children based upon their test age and their location in the ELPS-1 household roster and to select adults based upon the number of adults in the household and their location in the ELPS-1 household roster. Additional guidelines were used to insure that no more than two proficiency tests would be administered in any household, all adult households received one test, two children were tested in two-thirds of the households and that one child and one adult would be tested in the remaining one-third of the household. The interviewers were also trained to administer the tests in a uniform manner, the primary training objectives were to teach the interviewers to limit the time allowed to take the test, reduce tester bias and to administer the tests under conditions that could be distracting. A video tape presentation was used to train the interviews to administer the language tests.

D. RESULTS OF THE DATA COLLECTION

The ELPS data collection operation resulted in ~~8,539 interviews~~ and ~~931 noninterviews~~. Interview status was based on the completion of the ELPS-1 questionnaire only, the completion of a test(s) was not a criterion for a case to be considered an interview. The final Type A noninterview rate was 2.9 percent (see Figure 3).

A total of 7,296 adult tests (3,727 oral and 3,569 written tests) were administered (see Figure 1). Of these, less than 1 percent were administered to persons who were less than 19 years of age. The ELPS was expected to yield 3,160 adult test sets, (an ELPS-3 oral and ELPS-4 written test) the actual number of adult test sets that were obtained was 3,457.

A total of 18,207 children tests (9,671 oral and 8,536 written tests) were administered (see Figure 2). Of these approximately 2 percent were administered to persons whose test age did not match the age level of the test. The ELPS was expected to yield 11,830 childrens tests sets (an oral and written test for one age level), the actual number of children test sets that were obtained was 8,988. The difference in the estimated and actual number of tests can be attributed to the number of households that moved since the 1980 Census. The movers affected the usefullness of the household sampling method which was based, in part, on the 1980 household composition.

A partially edited preliminary data file was delivered to the sponsor on September 30, 1983, the final data file was delivered on November 10, 1983 and a corrected data file was delivered on March 8, 1984.

FIGURE 1. Number of Adult Tests Administered

TEST	AGE LEVEL	ADMINISTERED CORRECTLY	ADMINISTERED IN ERROR	TOTAL ADMINISTERED
ELPS-3				
Oral Test	19 and over	3,715	12	3,727
Percent		99.6	.3	
ELPS-4				
Written	19 and over	3,557	12	3,569
Percent		99.6	.3	

FIGURE 2. Number of Childrens Test Administered

ORAL TEST	AGE LEVEL	ADMINISTERED CORRECTLY	ADMINISTERED IN ERROR	TOTAL ADMINISTERED
ELPS-40	5	538	12	550
ELPS-41	6	549	13	562
ELPS-42	7	565	21	586
ELPS-43	8	643	17	660
ELPS-44	9	679	16	695
ELPS-45	10	738	16	754
ELPS-46	11	786	25	811
ELPS-47	12	734	20	754
ELPS-48	13	681	17	698
ELPS-49	14-18	3,568	33	3,601
Total oral tests		9,481	190	9,671
Percent		98	2.0	

WRITTEN TEST	AGE LEVEL	ADMINISTERED CORRECTLY	ADMINISTERED IN ERROR	TOTAL ADMINISTERED
ELPS-7	7	527	19	546
ELPS-8	8	624	15	639
ELPS-9	9	675	16	691
ELPS-10	10	731	16	747
ELPS-11	11	703	20	723
ELPS-12	12	807	22	829
ELPS-13	13	759	18	777
ELPS-14	14-18	3,552	32	3,584
Total written tests		8,378	158	8,536
Percent		98	2	
Total childrens tests		17,859	348	18,207
Percent		98	2	

FIGURE 3. Housing Unit Interviews

Total number of ELPS Cases	9,470	100%	100%
Total number of INTERVIEWS	8,539	90.2%	90.2%
Total number of Type A Noninterviews	256	2.9%	
No one home	32		.4%
Temporarily Absent	13		.1%
Household Refused	205		2.0%
Respondent Unable to Communicate in English	1		.1%
Other	5		.1%
Total number of Type B Noninterviews	482	5.1%	
Vacant	408		4.3%
Other	74		.8%
Total Number of Type C Noninterviews	193	2.0%	
Demolished	36		.4%
Other	72		.7%
Processing Type C	85		.9%

SAMPLE DESIGN

The sample for the 1982 English Language Proficiency Study was selected in three stages. In the first stage, primary sampling units (PSUs) from the combined 1970 A-C design of the Current Population Survey (CPS)1 were grouped into 376 strata. There were 156 strata (representing about 61 percent of the total 1980 population) with only one PSU. These PSUs were called self-representing (SR) and were in both the A- and C-samples with certainty. Each of the remaining 220 strata were composed of more than one PSU. In the A- sample, one PSU was chosen from each such stratum with probability proportionate to its 1970 population. These PSUs are called nonself-representing (NSR). In the C-sample, the 220 NSR strata were further grouped into pairs within each census region with the objective of producing homogeneous pairs. Independently within each pair of strata, one A-design stratum was chosen with equal probability; then from each such stratum one PSU was selected with probability proportionate to size. The sample PSUs contained counties and independent cities from each of the 50 states and the District of Columbia. Each sample PSU consisted of a county, group of counties, or a standard metropolitan statistical area (SMSA) that had been selected for the combined CPS A-C design. In order to increase representation of Native Americans, PSUs in Arizona and New Mexico from the CPS B design, a design featuring an intensified selection of housing units from selected states, were included in the ELPS sample of PSUs.

In the second stage, a sample of housing units was selected independently within each sample PSU by subsampling the list of sample housing units (i.e., those enumerated on a long form) from the 1980 Decennial Census. In order to represent units constructed after the 1980 census, the sample list from the census was expanded to include a list of new construction permits from the Health Interview Survey issued between April, 1979 and April, 1981. A total of 43 housing units in a total sample of 9497 (9454 + 43) housing units were selected from the new construction stratum.

In order to test a priori hypotheses about the factors affecting language proficiency and to increase the expected precision and cost-effectiveness of sample estimates, housing units located in sample PSUs were first stratified using variables from the 1980 Decennial Census that were expected to be strongly related to English language proficiency. Each housing unit located within a sample PSU was allocated to one of the strata formed by the cross tabulation of three 1980 census variables:

1.) language/state group (20 categories), determined by whether one or more members of the household spoke a non-English language at home and also resided in a state where speakers of that language were thought to be relatively common;

2.) geographic location (4 categories), defined by whether the housing unit was located in the central city part of an SMSA, in the non-central city part of an SMSA, in a non-SMSA urban area, or in a non-SMSA rural area;

1/ See U.S. Department of Commerce, Bureau of the Census, The Current Population Survey: Design and Methodology, Technical Paper 40, Washington, DC: U.S. Government Printing Office, 1978.

and, 3.) household composition (3 categories), determined by whether the number of household members aged 3 to 16 years at the time of the census was zero, one, or two or more.

Nineteen of the twenty language/state classes used in stratifying the sample pertained to non-English language background (NELB) households, i.e., households in which at least one member spoke a language other than English at home. In order to increase the representation in the sample of households that contain persons with limited English language proficiency, the sample size of 9,454 housing units was disproportionately allocated to the NELB language/state strata. A total of 7,653 cases (80 percent of the sample) was allocated to the 19 language/state strata consisting of NELB households, while the remaining 1,801 cases were allocated to the residual non-NELB, or English/United States, stratum. Since NELB households made up only about 12 percent (10,941,832) of the 1980 census count of housing units (88,410,943), it is clear that NELB households were included in the ELPS sample at a disproportionately high rate. Disproportional allocation was also used to ensure an adequate representation of each separate NELB stratum and to increase the representation of households with children. Households with two or more children represented about 74 percent of the sample, whereas the corresponding figure from the 1980 census was about 17 percent. There was a total of 231 (19x4x3 + 1x1x3) sampling strata since the English/United States language/state group was not cross-classified by geographic location.

In the third stage of sample selection certain members of each sample household were selected to be tested for English language proficiency. Using a household roster compiled by the interviewer at each sample address, pre-specified pro-procedures were used to select the person(s) to be tested at the address. In households where there were no children aged 5-18 (as of April 1, 1982), one adult was selected for testing. In households which included at least one child aged 5-18 (as of April 1, 1982), one child and one adult were selected in approximately one-third of the households. In the remaining two-thirds of these households, two children and no adults were selected.

The total sample of 9,497 housing units produced completed or partial interviews for 8,858 households, which represents a household response rate of 93.3 percent (unweighted). These interviews provide basic language, social and demographic data for all members of the interviewed households, including data for approximately 15,000 children (age 5 to 18) and 18,000 adults (age 19 or greater). Using the rosters of household members compiled during the interviews, 10,697 children and 4,387 adults were selected to be tested for English language proficiency. Tests were successfully completed for 9,606 children, accounting for 89.8 percent of the selected children, and for 3,516 adults, accounting for 80.1 percent of the selected adults.

(A more detailed description of the sampling desgin for this survey is available. Contact the Education and Social Stratification Branch of the Population Division, U.S. Bureau of the Census. Ask for "Summary of Sample Selection" memorandum by N. Alberti dated July 6, 1984.)

ERRORS IN THE DATA

Since the data in this report are based on a sample, they may differ somewhat from the values that would have been obtained if each household in the United States had been enumerated using the same questionnaire, instructions, and enumerators, and if each eligible child or adult in the United States had been tested for English language proficiency using the same testing procedures. The deviation of a sample estimate from the average of all possible samples is called the sampling error. The standard error of a survey estimate is a measure of the variation among the estimates from all possible samples and thus is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples. The sample estimate and its estimated standard error may be used to construct interval estimates that, with prescribed confidence, contain the average result of all possible samples. The method of calculating standard errors and confidence intervals for the data in this report is given below.

In addition to the variability that arises from the sampling procedures, sample estimates are subject to nonsampling error. Nonsampling error may be introduced during any or all operations used to collect and process survey data. For example, operations such as editing, reviewing, and handling questionnaires may introduce error into the data. A more detailed discussion of the sources of nonsampling error is given in the section on "Control of Nonsampling Error" in this appendix.

Nonsampling error may affect the data in two ways. Errors that are randomly introduced will increase the variability of the data and should therefore be reflected in the standard error. Errors that tend to be consistent in one direction will make sample estimates biased in that direction. For example, if respondents consistently tend to overreport their educational attainment, then the resulting counts of persons by education level will be skewed toward the upper educational categories. Such biases are not reflected in the standard error.

Calculation of Standard Errors

Totals and Percentages - The numbers in standard error Tables 1A through 7C are approximations of standard errors for estimates of the total number and percent of individuals with specified characteristics.

Examples of and guidelines for the use of the tables are given in the section "Use of Tables to Compute Standard Errors" in this appendix.

Differences and Sums - The standard errors given in the tables are not directly applicable to differences or sums of two sample estimates. The standard error of a difference between (or sum of) two sample estimates x and y is approximately the square root of the sum of the squares of the standard errors of the two individual sample estimates, i.e.,

$$Se(x+y) = Se(x-y) = \sqrt{(Se_x)^2+(Se_y)^2}$$

This formula will accurately estimate the standard error of the difference between (or sum of) statistics calculated for two disjoint geographical areas or for the difference between (or sum of) two statistics calculated for the same area provided that the two statistics are not highly correlated. However, this formula will underestimate the standard error if the two items in a difference have a high negative correlation or if the two items in a sum have a high positive correlation. Moreover, the formula will overestimate the standard error if the two items in a difference have a high positive correlation or if the two items in a sum have a high negative correlation.

Confidence Intervals

A sample estimate and its estimated standard error may be used to construct confidence intervals about the estimate. These intervals will contain, with a known probability, the average value of the estimated characteristic that would result over all possible samples. For example, if all possible samples that could result under the sample design of the survey were independently selected and surveyed under the same conditions, and if the estimate and its estimated standard error were calculated for each of these samples, then:

(1) approximately 68 percent of the intervals from one estimated standard error below the estimate to one estimated standard error above the estimate would contain the average result from all possible samples;

and (2) approximately 95 percent of the intervals from two estimated standard errors below the estimate to two estimated standard errors above the estimate would contain the average result from all possible samples.

The intervals are referred to as 68 percent and 95 percent confidence intervals, respectively.

The average value of the estimated characteristic that could be derived from all possible samples may or may not be contained in any particular computed interval. Thus, one cannot state that the average value has any specified probability of falling between the limits of the calculated confidence interval. Rather, one can state with a specified probability or confidence that the calculated confidence interval includes the average estimate from all possible samples (which is approximately the complete count value).

Confidence intervals may also be constructed for the difference between or sum of two sample figures. This is done by computing the difference between (or sum of) these figures, obtaining the standard error of the difference (or sum) using the formula given earlier, and then forming a confidence interval for this estimated difference (or sum) as described above. One can then say with specified confidence that this interval includes the difference (or sum) that would have been obtained by averaging the results from all possible samples.

The estimated standard errors given in this report do not include all portions of the variability due to nonsampling error that may be present in the data. The standard errors include the effect of simple response variance, but not the effect of correlated errors introduced by enumerators, coders, or other field or processing personnel. Thus, the standard errors calculated represent a lower bound of the total error. As a result, confidence intervals formed using these estimated standard errors may not meet the stated levels of confidence. Thus, some care must be exercised in the interpretation of the data in this publication based on the estimated standard errors.

For more information on confidence intervals and nonsampling error see any standard sampling theory text.

Use of Tables to Compute Standard Errors

Examples - Tabulation of the survey data shows that an estimated 12,541,654 children aged 5 to 14 in 1982 in households with an English language background who were enrolled in school at the time of the survey had limited English proficiency. Linear interpolation can be used to calculate standard errors for estimated totals that are between two of the row values shown in the standard error tables. (This also applies to standard errors for estimated percents, provided that the estimated percent is between 2 and 98 and the base of the percent is between two of the row values in the table). By using linear interpolation in the first column of standard error Table 7A, an approximate standard error for this estimate of 12,541,654 non-proficient school children aged 5 to 14 in households with an English language background is

$$1{,}311{,}000 + \left[\frac{12{,}541{,}654 - 10{,}000{,}000}{25{,}000{,}000 - 10{,}000{,}000}\right](2{,}844{,}000 - 1{,}311{,}000) = 1{,}570{,}758$$

Thus, a 95-percent confidence interval for this estimated total is [12,541,654 - 2(1,570,758] to [12,541,654 + 2(1,570 758] or 9,400 138 to 15,683,170. One can say with about 95-percent confidence that this interval includes the value that would have been obtained by averaging the results from all possible samples.

Tabulation of the survey data shows that an estimated 51.0 percent of the children aged 5-14 in 1982 in households in the United States with Spanish as the primary and English as the second household language have limited English proficiency. The standard error of this percent is obtained from standard error Table 5B. Since the percent is based on 1,308,500 persons, the standard error of this percent using linear interpolation on both the percent and base of the percent is approximately 4.4 percent.

A note of caution concerning numerical values is necessary. Standard errors of percents derived in this manner are approximate. Calculations can be expressed to several decimal places, but to do so would indicate more precision in the data than is justifiable. Final results should contain no more than one decimal place when the estimated standard error is one percentage point (i.e., 1.0) or more.

Guidelines for Use of Tables - The entry in a particular row (estimated number of persons) and column (geographic level and/or language group) of a standard error table for estimated number of individuals was calculated using the equation

$$SE(x) = \sqrt{x\ (ax + b)}$$

where x = the number of persons, and a and b are the last two entries in the column for the given geographic level and/or language group. For example, the approximate standard error for an estimate of 25,000 adults in English-speaking NELB households in the United States is

$$\sqrt{25{,}000\ [(\ .270133)\ (25{,}000) + 1211.10]}$$

or 14,000 rounded to the nearest thousand, which corresponds to the entry in the fourth row of the first column of Table IA.

The entry in a given row (number of persons used as the base of the estimated percent) and column (estimated percent) of a standard error table for estimated percent was calculated using the equation

$$SE(p) = \sqrt{\frac{b}{y}\ p\ (100-p)},$$

where b is the value in the last row of the table, y = the number of persons used as the base of the estimated percent, and p = the estimated percent. For example, the approximate standard error for a 10 percent estimate of adults in Greek-speaking households in the United States based on a universe of 100,000 persons is

$$\sqrt{\frac{1021.47}{100{,}000}\ (10)(100-10)}$$

or about 3.0 percent, which corresponds to the entry in the ninth row of the third column of Table 3B.

Note that the first (last) equation given above can be used in place of linear interpolation to calculate approximate standard errors for an estimated total (percent) as long as the estimated total is between two row values in the appropriate table (estimated percent is between 2 and 98 and the base of the percent is between two row values in the appropriate table). Whenever feasible, readers are encouraged to use the formula together with the estimated b values given in the tables to compute standard errors of percentages rather than applying linear interpolation to the tables of standard errors. This is because the standard errors of percentages given for a particular group of subpopulations are based on the largest of the b values in the grouping. Thus, these supplied standard errors of percentages are overestimates (though usually by a factor only slightly larger than one) for any other subpopulation in the group.

As is evident from the above two equations, the calculated standard errors of zero estimates or of very small estimated totals or percents approach zero. This is also the case for very large percents. These estimated totals and percents are, nevertheless, still subject to sampling and nonsampling variability, so a zero or very small estimated standard error is not appropriate. For an estimated total that is less than the smallest value given in the table, use the standard error for the smallest value in the appropriate column. For an estimated percent that is smaller than 2 or larger than 98 based on a universe size of a specific value, use the standard error given in the row for that universe size and the 2 or 98 percent column.

ESTIMATION PROCEDURE

A sequence of weighting procedures was applied to the ELPS sample to improve the overall accuracy of the estimates. The procedures resulted in the assignment of a weight to each sample person (i.e., persons in sample households selected for testing) that was applicable to computing estimates at the language/state group level. These weights were computed as the product of four component factors: a basic housing unit weight, equal to the inverse of the probability of selection; a noninterview adjustment factor which was used to adjust for whole household noninterviews; a within household selection weight which was applied to account for subsampling of persons within a sample household; and a ratio estimation factor which was used to adjust the weighted counts of sample persons to the corresponding 1980 census counts. The first two factors were applied at the household level. The last two factors were computed independently for sample adults (i.e., sample persons 19 years and older as of April 1, 1982) and for sample school age children (i.e., sample persons 5 to 18 years old as of April 1, 1982).

Basic Housing Unit Weight - Each sample housing unit (HU) was assigned a basic housing unit weight, equal to the reciprocal of the probability of selecting the HU into the sample. When a description of the total population based on sample data is desired, weighting the sample observations by the inverse of the probability of selection produces unbiased estimates.

Adjustment for Nonresponse - To account for nonresponse in housing units with similar characteristics, a noninterview factor was applied to each interviewed household. After each sample household was inflated by the basic housing unit weight, the household was tabulated into one of 320 groups based on the cross-classification of language/state code (20 categories), geography (4 categories), NELB density (2 categories, determined by whether the density of NELB persons in the 1980 census enumeration district containing the household was above or below the median NELB density), and household composition (2 categories). Then, each interviewed household within a given group was multiplied by an appropriate noninterview factor. The numerator of this factor was the sum of the basic housing unit weights of all households (interviewed and noninterviewed) in the group. The denominator was the sum of the basic housing unit weights of the interviewed households in the group.

If necessary, the groups were combined, or collapsed, within language/state strata to control the size of the noninterview factor. Each group that did not satisfy certain collapsing criteria involving the number of households or the noninterview factor was collapsed, according to a specified pattern, with one or more groups until all collapsing criteria were met. Note that the test data were not adjusted for nonresponse in the proficiency test portion of the data collection.

Within Household Selection Weight - Following the application of the basic housing unit weight and the noninterview adjustment factor, the sample estimates for individual household members were multiplied by the within household selection weight. This factor was computed separately for adults and for school age children. For adults, the within household selection weight was computed as the product of the number of adults within the housing unit and a second factor which varied depending upon the household composition strata code and the number of school age children. For children, the within household selection weight was the product of the number of school age children in the household and a second factor which varied by the household composition strata code and the number of school age children. In both cases, the within household selection weights were defined on the basis of the within household probabilities of selection for adults and school age children.

Ratio Estimation - Following the application of the basic housing unit weight, the noninterview adjustment factor and the within household selection weight, a ratio estimation procedure was applied to the sample estimates. Ratio estimation improves the reliability of estimates when there is a sufficiently high positive correlation between the estimated characteristic and a statistic that can be estimated from the survey and for which values are available from an independent source (such as the census).

A ratio estimation procedure was applied separately to estimates for adults and school age children. In both cases, the data were tabulated separately into 80 groups defined on the basis of the cross-classification of language/state code (20 categories) and geography stratum (4 categories). The estimates in each group were multiplied by an appropriate ratio factor. For estimates of aduts, the numerator of the ratio factor was the 1980 census count of adults in the group, and the denominator was the ELPS weighted estimate of the number of adults in the group. For estimates of school age children, the numerator of the ratio factor was the 1980 census count of school age children in the group, and the denominator was the ELPS weighted estimate of the number of school age children in the group. If necessary, geographic strata were collapsed within language/state stratum to increase the reliability of the ratio estimation procedure.

Derivation of an Estimate - Each sample adult or school age child was assigned a weight that was equal to the product of the reciprocal of the probability of selection of the household, noninterview adjustment factor, within household selection weight, and ratio estimation factor. For a given tabulation class, a characteristic total was estimated by summing the weights given to the sample individuals that were in the tabulation class and possessed the characteristic.

CONTROL OF NONSAMPLING ERROR

As mentioned above, nonsampling error is present in sample data. If left unchecked, such error could introduce serious bias into the data and cause much more variation in the data than that which is attributable solely to sampling error.

The sources of nonsampling error, i.e., human and mechanical errors, are present in any large statistical undertaking. Errors during the data collection phase may include failing to collect required information from respondents, obtaining incorrect or inconsistent data, or recording information incorrectly or in the wrong place. Errors can also occur during the field review of an enumerator's work, the clerical handling of questionnaires, the manual editing and coding operations, and the numerous stages of electronic processing of the material.

Two types of nonresponse, household nonresponse and item nonresponse, are likely to contribute significantly to nonsampling error. Attempts were made to adjust the ELPS data for these sources of potential bias. Household nonresponse, missing data for all items on the questionnaire for a sample household, results primarily from the persistent absence of household members from the housing unit or the refusal of the residents to be interviewed. Table 1 displays unweighted and weighted household response rates from the 1982 ELPS tabulated separately by language/state stratum. Note that the numerators and denominators of the weighted response rates displayed in Table 1 were computed using the basic household sampling weights discussed previously in the section "Estimation Procedure."

Although weighted household response rates for the language/state strata are generally high, these rates are highest for Spanish in Texas, French in Louisiana and Texas, Filipinos in Hawaii-California and Chinese in Hawaii-California (each .99). Rates are lowest for Polish in the Midwest and for Koreans in the U.S. (.92 and .93, respectively). Overall, the weighted response rate for the 1982 ELPS is comparable to the response rates usually observed in Current Population Surveys (Bureau of the Census, Technical Paper 40, op.cit.; see also, e.g., Current Population Reports, Series P-20, No. 381, March, 1982, p. 227.) As described in the section "Estimation Procedure," the weighting procedure for the 1982 ELPS applied a household nonresponse adjustment factor in order to adjust for household nonresponse in households with similar characteristics.

Item nonresponse, missing data for one or more questions in the context of a partially completed interview, may also contribute to nonsampling error. In the 1982 ELPS, missing data for individual language items (items on usual household language and specific non-English language spoken), were imputed using the 1980 census within-household imputation procedures. Specifically, individual nonrespondents were assigned the language characteristics of close relatives living in the same household.

Even if complete responses are obtained, the data may be greatly limited by the extent of the respondents knowledge and willingness to supply accurate reports. The 1982 ELPS is one of the few nationwide surveys of English language proficiency that have been conducted in the United States. Hence, at this point little is known about the kinds of response errors, interviewer biases, and patterns of overreporting and underreporting which are characteristic of this type of survey. Furthermore, although care was taken at each step of the data collection phase to reduce the effect of processing and tabulation errors and to control the quality of the data, it is unlikely that these controls were able to eliminate the effects of all such errors that contribute to nonsampling error.

STANDARD ERROR TABLES

The definitions of variables used in standard error Tables 1A through 7C of this appendix generally follow the conventions established in data tables originally prepared for the Department of Education of (DOE). An exception to this rule concerns the definition of non-English language background (NELB) households. Two different definitions of NELB households are used. Using results from the ELPS, NELB households are alternatively defined as: 1.) households in which one or more household member speaks a non-English language and 2.) households in which the usual household language is not English. Other definitions are currently being analyzed by the Department of Education.

In standard error Tables 1A through 7C, NELB households are defined as households in which two or more household members speak a non-English language. Crosstabulations not reported here show that this definition encompasses approximately the same universe of households included in the first definition. In particular, the estimated number of children aged 5-14 living in households in which exactly one member speaks a non-English language is approximately one million and accounts for about twenty percent of the number of children living in households in which one *or more* household members speak a non-English language. Generally, these standard error tables may also be used to establish expected orders of magnitude for the standard errors of estimates from the 1982 ELPS that use different definitions of survey characteristics.

Note that standard errors are provided in the following tables only for estimated population totals and percentages that are based upon sufficiently large subpopulations so that the estimated coefficient of variation (ratio of the estimated standard error of an estimate to the estimate itself) is less than unity. Clearly, data users should be exceedingly cautious in drawing inferences from statistics based upon subpopulations that are smaller than the minimum base size given in the "estimated number of persons" column of the standard error tables.

Table 1. Unweighted and Weighted Household Response Rates, by Language/State Stratum.

Language/State Stratum	Unweighted Data			Weighted Data		
	Households Responding	Households Not Not Responding	Response Rate	Households Responding	Households Not Responding	Response Rate
1. English/US	1683	118	.93	68,928,790	2,508,415	.96
2. Spanish/CA	496	21	.96	1,083,720	43,930	.96
3. Spanish/TX	344	30	.92	781,870	7,598	.99
4. Spanish/NY	267	29	.90	455,526	30,376	.94
5. Spanish/FL	258	19	.93	235,376	11,666	.95
6. Spanish/Balance	516	79	.87	1,049,776	68,269	.94
7. Italian/NY,NJ,PA	283	9	.98	428,737	17,374	.96
8. French/LA,TX	261	10	.96	167,600	1,707	.99
9. French/Northeast	260	15	.95	251,177	16,903	.94
10. German/US	358	16	.96	667,545	42,125	.94
11. Filipino/CA,HI	255	10	.96	89,437	1,303	.99
12. Chinese/CA,HI	241	23	.91	82,887	1,218	.99
13. Greek/US	255	15	.94	148,447	7,610	.95
14. Polish/Midwest	254	14	.95	131,404	12,019	.92
15. Portuguese/CT,MA,RI	249	10	.96	61,850	2,191	.97
16. Indo-Chinese/US	241	25	.91	84,987	2,897	.97
17. Japanese/CA,HI	246	20	.92	89,548	3,191	.97
18. Korean/US	248	13	.95	87,546	6,816	.93
19. Native American/AZ,NM	224	37	.86	36,733	1,278	.97
20. Balance	1,876	126	.94	3,582,298	209,658	.96
TOTAL, Strata 1-20	8,815	639	.93	78,445,287	2,988,932	.96
New Construction	43	0	1.00	985,600	0	1.00
TOTAL HOUSEHOLDS	8,858	639	.93	79,430,887	2,988,932	.96

INDEX TO STANDARD ERROR TABLES 1A THROUGH 7C

Table 1A. Approximate Standard Error of Estimated Number of Adults in NELB Households in the United States; Language Spoken is English, Not English, or Total of All Languages.

Table 1B, p. 16, provides approximate standard errors for percentages based on the columns of Table IA.

Table 2A. Approximate Standard Error of Estimated Number of Adults in Spanish-Speaking Households or in NELB Spanish-Speaking Households, by Geography.

Tables 2B-2C, p. 18, provide approximate standard errors for percentages based on the columns of Table 2A.

Table 3A. Approximate Standard Error of Estimated Number of Adults in Households Speaking a Non-English Language, for Selected Language/State Groups.

Tables 3B-3E, pp. 20-21, provide approximate standard errors for percentages based on the columns of Table 3A.

Table 4A. Approximate Standard Error of Estimated Number of Adults in the United States in All Households or in ELB Households., Language Spoken is English, Not English, or Total of All Languages.

Tables 4B-4D, pp. 23-24, provide approximate standard errors for percentages based on the columns of Table 4A.

Table 5A. Approximate Standard Error of Estimated Number of Children Aged 5 to 18 in the United States in All Households or in NELB Households. Language Spoken is English, Spanish, Not English, or Total of All Languages, by Geography.

Tables 5B-5E, pp. 26-27, provide approximate standard errors for percentages based on the columns of Table 5A.

Table 6A. Approximate Standard Error of Estimated Number of Children Aged 5 to 18 in Households (All, NELB, or ELB) Speaking a Non-English Language, for Selected Language/State Groups.

Tables 6B-6D, pp. 29-30, provide approximate standard errors for percentages based on the columns of Table 6A.

Table 7A. Approximate Standard Error of Estimated Number of Children Aged 5 to 18 in the United States in All or in ELB Households; Language Spoken is English or Total of All Languages.

Tables 7B-7C, p. 32, provide approximate standard errors for percentages based on the columns of Table 7A.

Table 1A. Approximate Standard Error of Estimated Number of Adults in NELB Households in the United States; Language Spoken is English, Not English, or Total of All Languages

(68 Chances out of 100)

	(1)	(2)
Estimated Number of Persons*	English	Not English; Total of All Languages
5,000	3,600	3,800
25,000	14,000	11,000
50,000	27,000	19,000
100,000	53,000	34,000
250,000	131,000	78,000
500,000	261,000	152,000
1,000,000	521,000	301,000
2,500,000	1,301,000	746,000
5,000,000	2,600,000	1,488,000
7,500,000	-- **	2,229,000
10,000,000	--	2,971,000
12,500,000	--	3,712,000
a	.270133	.088008
b	1,211.10	2,447.57

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

**The symbol "--" in this table and in subsequent tables denotes a table entry corresponding to an estimated number of persons that is larger than the estimated ELPS total population of persons that were in the designated category at the time of the survey.

Table 1B. Approximate Standard Error of Estimated Percent of Adults in NELB Households in the United States; Language Spoken is English, Not English, or Total of All Languages (Columns 1 and 2 of Table 1A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
5,000	.. **	..	..		36.9
25,000	..	..	9.9	14.3	16.5
50,000	..	..	7.0	10.1	11.7
100,000	..	3.6	5.0	7.1	8.2
250,000	1.5	2.3	3.1	4.5	5.2
500,000	1.0	1.6	2.2	3.2	3.7
1,000,000	0.7	1.1	1.6	2.3	2.6
2,500,000	0.5	0.7	1.0	1.4	1.7
5,000,000	0.3	0.5	0.7	1.0	1.2
7,500,000	0.3	0.4	0.6	0.8	1.0
10,000,000	0.2	0.4	0.5	0.7	0.8
12,500,000	0.2	0.3	0.4	0.6	0.7
b = 2,447.57					

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

**The symbol ".." in this table and in subsequent tables denotes a table entry corresponding to an estimated coefficient of variation greater than unity.

Table 2A. Approximate Standard Error of Estimated Number of Adults in Spanish-Speaking Households or in NELB Spanish-Speaking Households, by Geography.

(68 Chances out of 100)

Estimated Number of Persons*	(1) U.S.	(2) CA	(3) NY,TX or FL	(4) Total of All States Except CA,NY,TX,FL
5,000	..	4,500	..	..
10,000	8,400	7,100	..	..
25,000	14,000	14,000	16,000	16,000
50,000	22,000	25,000	23,000	25,000
100,000	36,000	47,000	33,000	39,000
250,000	74,000	111,000	55,000	80,000
500,000	137,000	219,000	83,000	146,000
1,000,000	262,000	434,000	130,000	276,000
2,000,000	511,000	865,000	--	--
4,000,000	1,010,000	--	--	--
5,500,000	1,383,000	--	--	--
a	.0620790	.185547	.00677397	.0672247
b	6,427.02	3,142.12	10,195.7	8,776.66

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 2B. Approximate Standard Error of Estimated Percent of Adults in Spanish-Speaking Households or in NELB Spanish-Speaking Households; in the United States or in California (Columns 1 and 2 of Table 2A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
10,000	..	..	..	..	40.1
25,000	..	..	..	22.0	25.4
50,000	..	..	..	15.5	17.9
100,000	..	..	7.6	11.0	12.7
250,000	..	3.5	4.8	6.9	8.0
500,000	1.6	2.5	3.4	4.9	5.7
1,000,000	1.1	1.8	2.4	3.5	4.0
2,000,000	0.8	1.2	1.7	2.5	2.8
3,000,000	0.7	1.0	1.4	2.0	2.3
5,500,000	0.5	0.8	1.1	1.6	1.8
b = 6,427.02					

Table 2C. Approximate Standard Error of Estimated Percent of Adults in Spanish-Speaking Households or in NELB Spanish-Speaking Households; in NY, TX, FL or Total of all states except CA, NY, TX, FL (Columns 3 and 4 of Table 2A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
25,000	..	..	..	..	31.9
50,000	..	..	..	19.6	22.6
100,000	..	..	9.6	13.8	16.0
250,000	..	4.4	6.1	8.7	10.1
500,000	..	3 1	4.3	6.2	7.1
1,000,000	1.4	2.2	3.0	4.4	5.0
b = 10,195.7					

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 3A. Approximate Standard Error of Estimated Number of Adults in Households Speaking a Non-English Language, for Selected Language/State Groups.

(68 Chances out of 100)

Estimated Number of Persons*	(1) Italian NY-NJ-PA	(2) French LA-TX	(3) French Northeast	(4) German U.S.	(5) Filipino CA-HI	(6) Chinese CA-HI	(7) Gree U.S.
2,500	2,200	1,800	2,000	2,500	2,300	1,600	1,900
5,000	3,900	2,900	3,300	4,300	3,600	2,700	3,000
10,000	7,100	4,900	5,900	7,500	5,800	5,000	5,000
25,000	17,000	11,000	14,000	17,000	12,000	12,000	11,000
50,000	33,000	20,000	26,000	33,000	22,000	23,000	21,000
100,000	65,000	40,000	52,000	66,000	42,000	46,000	40,000
150,000	97,000	59,000	77,000	98,000	52,000	69,000	59,000
200,000	129,000	--	102,000	130,000	82,000	92,000	79,000
250,000	161,000	--	127,000	162,000	102,000	--	--
500,000	321,000	--	--	323,000	--	--	--
1,000,000	640,000	--	--	644,000	--	--	--
2,000,000	1,280,000	--	--	1,286,000	--	--	--
3,000,000	--	--	--	--	--	--	--
4,000,000	--	--	--	--	--	--	--
4,630,000	--	--	--	--	--	--	--
a	.408836	.147526	.255944	.412823	.161006	.206914	.149493
b	912.292	919.910	877.124	1,546.89	1,725.91	456.093	1,021.47

Estimated Number of Persons*	(8) Polish Midwest	(9) Portuguese CT-MA-RI	(10) Indo-Chinese U.S.	(11) Japanese CA-HI	(12) Korean U.S.	(13) Native American AZ-NM	(14) Residual
2,500	1,600	1,700	1,700	1,800	1,700	1,800	2,400
5,000	3,100	2,500	3,000	2,800	2,900	2,600	3,800
10,000	6,100	3,900	5,600	4,600	5,200	3,600	6,300
25,000	15,000	7,600	13,000	10,000	12,000	5,400	14,000
50,000	30,000	13,000	26,000	19,000	23,000	7,000	26,000
100,000	60,000	25,000	51,000	36,000	46,000	7,800	50,000
150,000	90,000	--	77,000	--	69,000	--	74,000
200,000	--	--	--	--	--	--	98,000
250,000	--	--	--	--	--	--	122,000
500,000	--	--	--	--	--	--	243,000
1,000,000	--	--	--	--	--	--	483,000
2,000,000	--	--	--	--	--	--	965,000
3,000,000	--	--	--	--	--	--	1,447,000
4,630,000	--	--	--	--	--	--	2,232,000
a	.360435	.0516299	.256667	.122200	.204679	-.00755076	.231957
b	127.887	987.878	520.473	920.096	697.160	1,357.50	1,665.31

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 3B. Approximate Standard Error of Estimated Percent of Adults in Households Speaking a Non-English Language, for Italian NY-NJ-PA, French LA-TX, French Northeast, Greek U.S., Portuguese CT-MA-RI, and Japanese CA-HI (Columns 1, 2, 3, 7, 9, and 11 of Table 3A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
2,500	..	..	..	..	32.0
5,000	..	..	..	19.6	22.6
10,000	..	..	9.6	13.8	16.0
25,000	..	4.4	6.1	8.8	10.1
50,000	..	3.1	4.3	6.2	7.2
100,000	1.4	2.2	3.0	4.4	5.0
150,000	1.2	1.8	2.5	3.6	4.1
200,000	1.0	1.6	2.1	3.1	3.6
250,000	0.9	1.4	1.9	2.8	3.2
500,000	0.6	1.0	1.4	2.0	2.3
1,000,000	0.5	0.7	1.0	1.4	1.6
2,000,000	0.3	0.5	0.7	1.0	1.1
b = 1,021.47					

Table.3C. Approximate Standard Error of Estimated Percent of Adults in Households Speaking a Non-English Language, for German U.S., Filipino CA-HI, Native American AZ-NM, and Residual (Columns 4, 5, 13, and 14 of Table 3A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
2,500	..	..	..	..	41.5
5,000	..	..	..	..	29.4
10,000	..	..	..	18.0	20.8
25,000	..	..	7.9	11.4	13.1
50,000	..	4.0	5.6	8.0	9.3
100,000	1.8	2.9	3.9	5.7	6.6
150,000	1.5	2.3	3.2	4.6	5.4
200,000	1.3	2.0	2.8	4.0	4.6
250,000	1.2	1.8	2.5	3.6	4.2
500,000	0.8	1.3	1.8	2.5	2.9
1,000,000	0.6	0.9	1.3	1.8	2.1
2,000,000	0.4	0.6	0.9	1.3	1.5
3,000,000	0.3	0.5	0.7	1.0	1.2
4,630,000	0.3	0.4	0.6	0.8	0.9
b = 1,725.91					

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 3D. Approximate Standard Error of Estimated Percent of Adults in Households Speaking a Non-English Language, for Chinese CA-HI, Indo-Chinese U.S., and Korean U.S. (Columns 6, 10, and 12 of Table 3A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
1,000	..	..	..	..	41.8
2,500	..	..	..	22.9	26.4
5,000	..	..	..	16.2	18.7
10,000	..	..	7.9	11.4	13.2
25,000	..	3.6	5.0	7.2	8.4
50,000	1.7	2.6	3.5	5.1	5.9
100,000	1.2	1.8	2.5	3.6	4.2
150,000	1.0	1.5	2.1	3.0	3.4
b = 697.160					

Table 3E. Approximate Standard Error of Estimated Percent of Adults in Households Speaking a Non-English Language, for Polish Midwest (Column 8 of Table 3A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
500	..	..	..	21.9	25.3
1,000	..	..	..	15.5	17.9
2,500	..	4.9	6.8	9.8	11.3
5,000	..	3.5	4.8	6.9	8.0
10,000	1 6	2.5	3.4	4.9	5.7
25,000	1.0	1.6	2.2	3.1	3.6
50,000	0.7	1.1	1.5	2.2	2.5
100,000	0.5	0.8	1.1	1.6	1.8
150,000	0.4	0.6	0.9	1.3	1.5
b = 127.887					

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 4A. Approximate Standard Error of Estimated Number of Adults in the United States in ELB Households or in All Households; Language Spoken is English, Not English, or Total of All Languages

(68 Chances out of 100)

Estimated Number of Persons*	(1) ELB or All, English	(2) ELB, Not English	(3) ELB, Total of All Languages	(4) All, Total of All Languages
5,000	..	4,000	..	..
10,000	..	6,200	..	..
50,000	..	21,000	45,000	..
100,000	..	38,000	66,000	..
250,000	..	88,000	115,000	..
500,000	..	173,000	184,000	435,000
1,000,000	725,000	342,000	312,000	615,000
2,500,000	1,143,000	850,000	685,000	971,000
5,000,000	1,609,000	--	1,300,000	1,372,000
10,000,000	2,253,000	--	2,528,000	1,937,000
50,000,000	4,631,000	--	12,339,000	4,264,000
100,000,000	5,748,000	--	24,601,000	5,910,000
125,000,000	5,928,000	--	30,733,000	6,538,000
150,000,000	--	--	--	7,087,000
a	-.00196987	.114394	.0601504	-.000288983
b	527,385.00	2,646.11	37,345.2	378,129.00

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 4B. Approximate Standard Error of Estimated Percent of Adults in the United States; Language Spoken is English in ELB or in All Households or Total of All Languages in All Households. (Columns 1 and 4 of Table 4A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
1,000,000	..	..	..	..	36.3
2,500,000	..	..	..	19.9	23.0
5,000,000	..	..	9.7	14.1	16.2
10,000,000	..	..	6.9	9.9	11.5
50,000,000	1.4	2.2	3.1	4.5	5.1
100,000,000	1.0	1.6	2.2	3.1	3.6
125,000,000	0.9	1.4	1.9	2.8	3.2
150,000,000	0.8	1.3	1.8	2.6	3.0
b = b27,385.00					

Table 4C. Approximate Standard Error of Estimated Percent of Adults in the United States in ELB Households; Language Spoken is Not English. (Column 2 of Table 4A)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
5,000	..	..	..	..	36.4
10,000	..	..	..	22.3	25.7
50,000	..	..	6.9	10.0	11.5
100,000	..	3.6	4.9	7.0	8.1
150,000	1.9	2.9	4.0	5.8	6.6
250,000	1.4	2.2	3.1	4.5	5.1
500,000	1.0	1.6	2.2	3.2	3.6
1,000,000	0.7	1.1	1.5	2.2	2.6
2,500,000	0.5	0.7	1.0	1 4	1.6
b = 2,646.11					

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 4D. Approximate Standard Error of Estimated Percent of Adults in the United States in ELB Households; Total of All Languages (Column 3 of Table 4A)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
50,000	..	..	..	..	43.2
100,000	..	..	..	..	30.6
250,000	..	..	..	16.7	19.3
500,000	..	..	8.2	11.8	13.7
1,000,000	..	4.2	5.8	8.4	9.7
2,500,000	1.7	2.7	3.7	5.3	6.1
5,000,000	1.2	1.9	2.6	3.7	4.3
10,000,000	0.9	1.3	1.8	2.7	3.1
25,000,000	0.5	0.8	1.2	1.7	1.9
50,000,000	0.4	0.6	0.8	1.2	1.4
125,000,000	0.2	0.4	0.5	0.7	0.9

b = 37,345.2

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 5A. Approximate Standard Error of Estimated Number of Children Aged 5 to 18 in the United States in All Households or in NELB Households; Language Spoken is English, Spanish, Not English, or Total of All Languages; By geography.

(68 Chances out of 100)

Estimated Number of Persons*	(1) NELB, English or Not English, U.S.	(2) NELB, Total of All Languages U.S.	(3) All or NELB, Spanish, U.S.	(4) All or NELB, Spanish, CA	(5) All or NELB, Spanish, TX	(6) All or NELB, Spanish, NY	(7) Total or NELB, Spanish, Total of All States except CA-TX-NY-FL
5,000				4,600	3,700	3,200	4,300
10,000	9,700		8,100	6,500	5,300	5,200	6,300
25,000	16,000	19,000	13,000	11,000	8,500	11,000	11,000
50,000	23,000	27,000	18,000	16,000	13,000	20,000	17,000
100,000	34,000	39,000	26,000	23,000	19,000	39,000	29,000
150,000	44,000	49,000	33,000	30,000	24,000	57,000	40,000
250,000	63,000	65,000	43,000	43,000	34,000	94,000	63,000
400,000	88,000	86,000	56,000	61,000	47,000	150,000	97,000
750,000	146,000	130,000	83,000	102,000	78,000	--	174,000
1,000,000	186,000	159,000	100,000	131,000	--	--	230,000
2,500,000	426,000	325,000	194,000	--	--	--	--
4,000,000	666,000	486,000	283,000	--	--	--	--
7,500,000	1,224,000	860,000	--	--	--	--	--
a	.0253824	.0112939	.00336273	.0129080	.00706669	.136166	.0493988
b	9,231.00	13,937.9	6,580.08	4,124.02	2,738.11	1,367.96	3,493.93

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 5B. Approximate Standard Error of Estimated Percent of Children Aged 5-18 in NELB Households in the U.S. and Language Spoken is English or Not English, or in All Households or NELB Households in which Spanish is Spoken in the U.S. or in CA (Columns 1, 3, and 4 of Table 5A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
10,000	..	..	..	..	48.0
25,000	..	..	..	..	30.4
50,000	..	..	..	18.6	21.5
100,000	..	..	9.1	13.2	15.2
150,000	..	..	7.4	10.7	12.4
250,000	..	4.2	5.8	8.3	9.6
400,000	..	3.3	4.6	6.6	7.6
750,000	1.6	2.4	3.3	4.8	5.6
1,000,000	1.4	2.1	2.9	4.2	4.8
2,500,000	0.9	1.3	1.8	2.6	3.0
4,000,000	0.7	1.1	1.4	2.1	2.4
7,500,000	0.5	0.8	1.1	1.5	1.8

b = 9,231.00

Table 5C. Approximate Standard Error of Estimated Percent of Children Aged 5-18 in the United States in NELB Households; All Languages (Column 2 of Table 5A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
25,000	..	..	..	..	37.3
50,000	..	..	..	22.9	26.4
100,000	..	..	..	16.2	18.7
150,000	..	..	9.1	13.2	15.2
250,000	..	..	7.1	10.2	11.8
400,000	..	4.1	5.6	8.1	9.3
750,000	1.9	3.0	4.1	5.9	6.8
1,000,000	1.7	2.6	3.5	5.1	5.9
2,500,000	1.1	1.6	2.2	3.2	3.7
4,000,000	0.8	1.3	1.8	2.6	3.0
7,500,000	0.6	0.9	1.3	1.9	2.2

b = 13,937.9

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 5D. Approximate Standard Error of Estimated Percent of Children Aged 5-18 in All Households or in NELB Households; Language Spoken is Spanish; for TX or for Total of All States Except CA, TX, NY, FL. (Column 5 and 7 of Table 5A.)

(68 Chances out of 100, Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
5,000	..	..	..	..	41.8
10,000	..	..	..	..	29.6
25,000	..	..	..	16.2	18.7
50,000	..	..	7.9	11.5	13.2
100,000	..	4.1	5.6	8.1	9.4
150,000	..	3.3	4.6	6.6	7.6
250,000	1.7	2.6	3.6	5.1	5.9
400,000	1.3	2.0	2.8	4.1	4.7
750,000	1.0	1.5	2.1	3.0	3.4
1,000,000	0.8	1.3	1.8	2.6	3.0
b = 3,493.93					

Table 5E. Approximate Standard Error of Estimated Percent of Children Aged 5-18 in All Households or in NELB Households; Language Spoken is Spanish; for NY (Column 6 of Table 5A)

(68 Chances out of 100., Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
5,000	..	..	..	22.7	26.2
10,000	..	..	..	16.0	18.5
25,000	..	..	7.0	10.1	11.7
50,000	..	3.6	5.0	7.2	8.3
100,000	1.6	2.6	3.5	5.1	5.9
150,000	1.3	2.1	2.9	4.1	4.8
250,000	1.0	1.6	2.2	3.2	3.7
400,000	0.8	1.3	1.8	2.5	2.9
b = 1,367.96					

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 6A. Approximate Standard Error of Estimated Number of Children Aged 5 to 18 in Households (All, NELB, or ELB) Speaking a Non-English Language, for Selected Language/State Groups.

(68 Chances out of 100)

Estimated Number of Persons*	(1) ELB, Not English, U.S.	(2) All or NELB, Spanish, FL	(3) All, Italian, NY-NJ-PA	(4) All, French, LA-TX	(5) All, French, Northeast	(6) All, German, U.S.	(7) All, Filipino, CA-HI	(8) All, Chinese CA-HI
500	..	..	..	400	..	..	400	300
1,000	800	800	800	600	800	800	600	500
2,500	1,900	1,400	1,300	900	1,400	1,600	1,200	1,000
5,000	3,800	2,500	1,800	1,500	2,000	2,900	2,100	1,700
10,000	7,400	4,400	2,600	2,400	3,100	5,600	4,000	3,200
25,000	19,000	10,000	4,300	--	6,000	14,000	9,500	7,600
50,000	37,000	20,000	6,700	--	11,000	27,000	19,000	15,000
100,000	74,000	40,000	11,000	--	--	53,000	--	--
150,000	--	59,000	--	--	--	80,000	--	--
200,000	--	79,000	--	--	--	107,000	--	--
a	.541305	.152923	.00574711	.0329534	.0322640	.281805	.134921	.0866356
b	118.903	436.806	609.419	260.616	638.315	278.215	241.008	142.289

(68 Chances out of 100)

Estimated Number of Persons	(9) All, Greek, U.S.	(10) All, Polish, Midwest	(11) ALL, Portuguese, CT-MA-RI	(12) All, Indo-Chinese, U.S.	(13) All, Japanese CA-HI	(14) All, Korean, U.S.	(15) All, Native American, CA-HI	(16) All, Residual
500	400	300	300		300	400	400	..
1,000	600	400	500	700	500	600	600	800
2,500	1,200	700	900	1,400	1,200	900	900	1,600
5,000	2,200	900	1,500	2,600	2,300	1,300	1,300	2,800
10,000	4,200	1,300	2,500	4,800	4,500	2,000	2,100	5,400
25,000	10,000	--	5,700	12,000	11,000	3,600	4,100	13,000
50,000	20,000	--	11,000	23,000	--	6,000	7,400	26,000
100,000	40,000	--	--	45,000	--	--	--	52,000
150,000	60,000	--	--	67,000	--	--	--	77,000
200,000	--	--	--	--	--	--	--	103,000
500,000	--	--	--	--	--	--	--	256,000
750,000	--	--	--	--	--	--	--	384,000
1,000,000	--	--	--	--	--	--	--	512,000
2,000,000	--	--	--	--	--	--	--	1,023,000
a	.158934	-.000497829	.0438072	.199631	.193701	.00898515	.0161027	.261449
b	173.836	174.130	199.317	316.174	95.4923	304.968	277.384	304.740

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 6B. Approximate Standard Error of Estimated Percent of Children Aged 5-18 in ELB Households in the United States Speaking a non-English Language or in Language/State Groups Chinese CA-HI, Greek U.S., Polish Midwest, or Japanese CA-HI (Columns 1, 8, 9, 10, and 13 of Table 6A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
200	..	..	..	..	46.6
500	..	..	..	..	29.5
1,000	..	..	..	19.1	20.9
2,500	..	..	7.9	11.4	13.2
5,000	..	4.1	5.6	8.1	9.3
10,000	1.9	2.9	4.0	5.7	6.6
25,000	1.2	1.8	2.5	3.6	4.2
50,000	0.8	1.3	1.8	2.6	3.0
100,000	0.6	0.9	1.3	1.8	2.1
150,000	0.5	0.7	1.0	1.5	1.7
b = 174.130					

Table 6C. Approximate Standard Error of Estimated Percent of Children Aged 5-18; in All or NELB Households in Florida in which Spanish is Spoken, or in Language/State Groups Italian NY-NJ-PA and French Northwest (Columns 2, 3, and 5 of Table 6A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
1,000	..	..	..	..	40.0
2,500	..	..	..	21.9	25.3
5,000	..	..	..	15.5	17.9
10,000	..	..	7.6	10.9	12.6
25,000	..	3.5	4.8	6.9	8.0
50,000	1.6	2.5	3.4	4.9	5.7
150,000	0.9	1.4	2.0	2.8	3.3
200,000	0.8	1.2	1.7	2.5	2.8
b = 638.315					

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 6D. Approximate Standard Error of Estimated Percent of Children Aged 5-18; in Language/State Groups French LA-TX, German U.S., Filipino CA-HI, Portuguese CT-MA-RI, Indo-Chinese U.S., Korean U.S., Native American A @NM, and Residual (Columns 4, 6, 7, 11, 12, 14, 15, and 16 of Table 6A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent* (Persons)	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
500	..	..	..	..	39.3
1,000	..	..	..	24.4	28.1
2,500	..	..	..	15.4	17.8
5,000	..	..	7.5	10.9	12.6
10,000	..	3.9	5.3	7.7	8.9
25,000	1.6	2.5	3.4	4.9	5.6
50,000	1.1	1.7	2.4	3.4	4.0
100,000	0.8	1.2	1.7	2.4	2.8
150,000	0.6	1.0	1.4	2.0	2.3
200,000	0.6	0.9	1.2	1.7	2.0
250,000	0.5	0.8	1.1	1.5	1.8
300,000	0.5	0.7	1.0	1.4	1.6
400,000	0.4	0.6	0.8	1.2	1.4
500,000	0.4	0.6	0.8	1.1	1.3
750,000	0.3	0.5	0.6	0.9	1.0
1,000,000	0.3	0.4	0.5	0.8	0.9
2,000,000	0.2	0.3	0.4	0.5	0.6
b = 316.174					

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 7A. Approximate Standard Error of Estimated Number of Children Aged 5 to 18 in the United States in All or in ELB Households; Language Spoken is English or Total of All Languages

(68 Chances out of 100)

Estimated Number of Persons*	(1) All or ELB, English	(2) ELB, Total of All Languages	(3) All, Total of All Languages
25,000	..	..	23,000
50,000	..	41,000	33,000
100,000	85,000	59,000	47,000
250,000	135,000	97,000	79,000
500,000	195,000	146,000	120,000
1,000,000	284,000	228,000	191,000
2,500,000	490,000	450,000	389,000
5,000,000	779,000	805,000	708,000
10,000,000	1,311,000	1,506,000	1,340,000
25,000,000	2,844,000	3,598,000	3,232,000
50,000,000	5,367,000	7,081,000	6,384,000
75,000,000	7,885,000	10,564,000	9,536,000
a	.0101084	.0194046	.0158884
b	70,746.7	32,619.2	20,705.9

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

Table 7B. Approximate Standard Error of Estimated Percent of Children Aged 5-18 in the United States in All or in ELB Households; Language Spoken is English (Column 1 of Table 7A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
100,000	..	..	..	..	42.1
250,000	..	..	..	23.0	26.6
500,000	..	..	..	16.3	18.8
1,000,000	..	..	8.0	11.5	13.3
2,500,000	..	3.7	5.1	7.3	8.4
5,000,000	1.7	2.6	3.6	5.2	6.0
10,000,000	1.2	1.8	2.5	3.6	4.2
25,000,000	0.7	1.2	1.6	2.3	2.7
50,000,000	0.5	0.8	1.1	1.6	1.9
b = 70,746.7					

Table 7C. Approximate Standard Error of Estimated Percent of Children Aged 5 to 18 in the United States in All or in ELB Households; Total of All Languages (Columns 2 and 3 of Table 7A.)

(68 Chances out of 100; Standard errors in Percentage Points)

Base of Percent (Persons)*	Estimated Percent				
	2 or 98	5 or 95	10 or 90	25 or 75	50
50,000	..	..	..	..	40 4
100,000	..	..	..	24.7	28 6
250,000	..	..	..	15.6	18.1
500,000	..	..	7.7	11.1	12.8
1,000,000	..	3.9	5.4	7.8	9.0
2,500,000	1.6	2.5	3.4	5 0	5.7
5,000,000	1.1	1.8	2.4	3.5	4.0
10,000,000	0.8	1.2	1.7	2.5	2.9
25,000,000	0.5	0.8	1.1	1.6	1.8
50,000,000	0.4	0.6	0.8	1.1	1.3
75,000,000	0.3	0.5	0 6	0.9	1.0
b = 32,619.2					

*Standard errors for estimates with coefficients of variation greater than unity have been deleted. See the last paragraph in the "Standard Error Tables" section of the text, p. 13.

IV. Record Layout and Data Dictionary

Introduction

The ELPS public-use file is a rectangularized version of the original hierarchical file created by the Census Bureau. The original hierachical file consisted of 8 different types of records to identify a single tested individual. These different types of records were:

1. Cover record - identifies a new household; only one record of this type per household

2. Household person record - basic information about each person in the household, with a distinct record for each person; up to 16 such records in a household

3. Test person record - specific background information about the tested person; up to 2 such records per household

4. Household information record - household income and economic information and information about the general outcome of the tests and conditions during their administration; 1 record per household

5. Oral test record - based on age of person selected for testing; variable length; 1 per tested person

6. Written test record - based on age of person selected for testing; variable length;-1 per tested person

7. MHT record - general summary sociodemographic information about the sampled area, based on the 1980 Census: 1 per household

8. Weight record - record containing final weights for only tested persons in the household; 1 per household

Figure 1 shows these different types of records and their relationship to one another. Use of data from records lower in the heirarchy is generally contingent on matching information from records higher in the heirarchy. Generally, many standard statistical analysis packages cannot easily do this, or cannot do it at all. One solution to this problem is to "rectangularize" the file. This involves reconfiguring the data for a given unit of analysis into a single record, so that each record in the file is the same size. The advantage of rectangularizing the file is that it allows users to access all the collected data of the survey without having to deal with a multi-level nested hierarchy of records. The disadvantage is a single record which is much longer than any of the individual records in the heirarchical format would have been.

Figure 1. Original ELPS Record Structure

RECORD:	# per Household	Characters per record
Cover Record	1	18
Household person	up to 16	252
Test person	up to 2	144
Household Information	1	480
Oral test	1 per testperson	102-270 (varies by age)
Written test	1 per testperson	150-282 (varies by age)
MHT	1	24
Weight	1	384

Figure 2. Rectangularized ELPS record

Each record = 1 test person

Cover	HHpersons (allow for 16)	# 16	Testperson	Hhld Info	Oral test	Written Test	MHT	Weight

→ Hhldperson infor corresponding to test person

Record length = 996 characters

Old record	Location
Cover	1-13
Hhld persons 1-15	14-643
Hhld info for test person	644-685
Test person	686-722
Household info	723-790
Oral Test	791-881
Written Test	882-976
MHT	977-982
Weight	983-994
Padding	995-996

Figure 2 shows the basic form of the rectangular record, and how the different records of the original heirearchical file relate to it. As can be seen, the largest portion of the record is the area devoted to the "household persons". In the original heirarchical file, up to 16 persons could be identified in a given household, each with their own record. In reality, few households have 16 persons, so in most cases, there would only be as many household person records as there were people in that household. In the rectangular format, space must be provided for a household of the largest possible size, even if most households are considerably smaller. The amount of space required to store the data for one household member is 42 characters; this means 672 characters must be allocated to provide for the potential 16 persons in a household. Users who wish only to examine the testperson, test data, and general household characteristics, and ignore the characteristics of other household members would do well to write an extract file without any of the data for other persons. This will reduce the total size of the record to approximately one-third it's original length.

File Characteristics

A. Basic record structure

The file consists of 15,016 "selected testperson" records. Not all persons who were selected for testing were actually tested, however. In some cases tests were only partially administered, resulting in no final test score. In other cases individuals, after being selected for testing, refused to be tested. All persons selected for testing, regardless of whether they completed the test or not, constitute the universe used for weighting. In households where two persons were tested, each tested individual is given a record of their own. In these cases, the other tested person in the household is represented as another "household" person, and their information is shown in one of the first 15 possible "household person" fields. The household information for the testperson is always placed in the last, or 16th, position. Since very few households have 16 members, most records will have padding in the locations for all household members beyond the 4th or 5th. Values of 0 have been used to pad these fields@ since this is not a valid value for most items. In general, the layout of the record follows the basic questionnaire and tests, with the weighting and sample selection information appended to the end of the record. The summary structure of the record is as follows:

Characters	Data	Questionnaire source
1-13	General hhld Info	p. 2
14-643	Hhld roster info for 1-15th nontest pers	p. 2-9
644-685	Hhld roster info for testperson	p. 2-9
686-722	Testperson selection info	p. 10-11
723-755	Hhld socio-econ info	p. 12
756-765	Test status info	p. 13
766-790	Testing environment	p. 14
791-881	Oral test	specific tests
882-976	Written test	specific tests
977-996	Sample selection/weighting	---

B. Oral and written tests

The portion of the record for the oral and written tests takes into account the largest possible size for each of these tests. In cases where a given test takes less space than has been allotted for it, zero padding is used to fill the excess space in the area devoted to the generic type of test (i.e., oral or written). Thus, all oral tests begin in position 791, all written tests begin in position 882, and the sample selection data always begins in position 977. Individuals wishing to examine a specific test should key on the test number position, and use the relevant test codebook to locate the valid positions for that specific test. Each test has a "LEP" (Limited English Proficiency) code variable, shown in positions 881 and 976. This item represents a summary of both the oral and written test results for the tested person, using scoring criteria developed by the Department of Education. Thus, for a given person, the same value will be in both positions (that is, 881 and 976). Persons identified as LEP (value=1) are recognized as having a serious limitation in their ability to understand and use everyday English. Data users are cautioned against using the LEP indicator, developed for specific DOE program use, as an indicator variable of functional illiteracy.

C. Variable names and values

Where possible, actual questionnaire item numbers have been used in the record layout as variable names. Thus, in position 14-15, "Q6" represents questionnaire item 6, the household person number, for the first nontest person. In general, values for items are those as identified in the questionnaire--with several exceptions. For most items, the values 8 and 9 (or 98 and 99 depending upon the number of valid codes for the item) are used to represent unknown and unreported, respectively. Two items, language and year of immigration, have code lists provided immediately after the basic record layout. Zero values are used as padding. Items which are not a part of the questionnaire have their codes explained in the record layout section. Items in positions 773-781 use 0-1 codes to represent the presence of a particular type of interruption, where 1 indicates that the interruption occurred. Items in the test sections correspond to the source code ("SCxxx") number marked in the test or on the scoring sheet. Specific items in tests with alphabetic codes have been converted to their numeric equivalents, i.e., a=1, b=2, c=3. etc.

ELPS Public Use Tape Record Layout

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
1-2	LSCODE	LANGUAGE/STATE STRATUM CODE (See position 981-982 for codes)	0-20
3-7	PADDING	RECORD PADDING	
8	Q9A	ANY BABIES	0,1,2,8,9
9	Q9B	LODGERS	0,1,2,8,9
10	Q9C	CURRENTLY AWAY	0,1,2,8,9
11	Q9D	ANYONE ELSE	0,1,2,8,9
12-13	CHECKITEMA	PERSON NUMBER OF HOUSEHOLD RESPONDENT	0,1-16
HOUSEHOLD ROSTER INFO FOR FIRST NONTEST PERSON (SEE QUESTIONAIRE PAGES 2-9)			
14-15	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
16	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
17-18	Q7	RELATIONSHIP	0-10,98,99
19	Q8	USUAL RESIDENCE	0-2,8,9
20	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
21-23	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998,999
24	IMP Q11	IMPUTE FLAG FOR SEX	0-3
25	Q11	SEX	0-2,8,9
26	CHECK ITEM C	AGE CHECK	0-2,8,9
27	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
28	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
29	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
30	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
31	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
32-33	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
34	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
35-36	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
37	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
38	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
39	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
40	Q17	LANGUAGE SPOKEN TO CHILDREN	0-3,8,9
41	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
42	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
43-44	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97-99
45	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
46	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
47	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
48-49	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26,30,31,98,99
50	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
51	Q22	COMPLETE GRADE	0-2,8,9
52	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
53	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
54	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
55	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

ELPS Public Use Tape Record Layout

HOUSEHOLD ROSTER INFO FOR SECOND NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
56-57	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
58	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
59-60	Q7	RELATIONSHIP	0-10,98,99
61	Q8	USUAL RESIDENCE	0-2,8,9
62	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
63-65	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
66	IMP Q11	IMPUTE FLAG FOR SEX	0-3
67	Q11	SEX	0-2,8,9
68	CHECK ITEM C	AGE CHECK	0-2,8,9
69	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
70	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
71	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
72	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
73	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
74-75.	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
76	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
77-78	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
79	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
80	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
81	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
82	Q17	LANGUAGE SPOKEN TO CHILDREN	0-3,8,9
83	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
84	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
85-86	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97,99
87	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
88	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
89	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
90-91	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
92	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
93	Q22	COMPLETE GRADE	0-2,8,9
94	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
95	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
96	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
97	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

ELPS Public Use Tape Record Layout

HOUSEHOLD ROSTER INFO FOR THIRD NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
98-99	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
100	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
101-102	Q7	RELATIONSHIP	0-10,98,99
103	Q8	USUAL RESIDENCE	0-2,8,9
104	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
105-107	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
108	IMP Q11	IMPUTE FLAG FOR SEX	0-3
109	Q11	SEX	0-2,8,9
110	CHECK ITEM C	AGE CHECK	0-2,8,9
111	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
112	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
113	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
114	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
115	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
116-117	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
118	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
119-120	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
121	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
122	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
123	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
124	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
125	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
126	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
127-128	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97,99
129	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
130	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
131	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
132-133	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
134	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
135	Q22	COMPLETE GRADE	0-2,8,9
136	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
137	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
138	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
139	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

ELPS Public Use Tape Record Layout

HOUSEHOLD ROSTER INFO FOR FOURTH NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
140-141	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
142	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
143-144	Q7	RELATIONSHIP	0-10,98,99
145	Q8	USUAL RESIDENCE	0-2,8,9
146	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
147-149	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
150	IMP Q11	IMPUTE FLAG FOR SEX	0-3
151	Q11	SEX	0-2,8,9
152	CHECK ITEM C	AGE CHECK	0-2,8,9
153	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
154	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
155	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
156	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
157	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
158-159	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
160	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
161-162	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
63	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
164	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
165	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
166	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
167	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
168	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
169-170	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97,99
171	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
172	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
173	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
174-175	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
176	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
177	Q22	COMPLETE GRADE	0-2,8,9
178	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
179	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
180	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
181	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
HOUSEHOLD ROSTER INFO FOR FIFTH NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)			
182-183	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
184	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
185-186	Q7	RELATIONSHIP	0-10,98,99
187	Q8	USUAL RESIDENCE	0-2,8,9
188	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
189-191	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
192	IMP Q11	IMPUTE FLAG FOR SEX	0-3
193	Q11	SEX	0-2,8,9
194	CHECK ITEM C	AGE CHECK	0-2,8,9
195	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
196	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
197	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
198	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
199	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
200-201	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
202	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
203-204	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
205	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
206	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
207	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
208	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
209	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
210	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
211-212	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for Codes)	0-70,97,99
213	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
214	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
215	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
216-217	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
218	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
219	Q22	COMPLETE GRADE	0-2,8,9
220	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
221	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
222	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
223	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

HOUSEHOLD ROSTER INFO FOR SIXTH NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
224-225	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
226	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
227-228	Q7	RELATIONSHIP	0-10,98,99
229	Q8	USUAL RESIDENCE	0-2,8,9
230	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
231-233	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
234	IMP Q11	IMPUTE FLAG FOR SEX	0-3
235	Q11	SEX	0-2,8,9
236	CHECK ITEM C	AGE CHECK	0-2,8,9
237	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
238	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
239	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
240	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
241	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
242-243	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
244	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
245-246	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
247	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
248	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
249	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
250	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
251	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
252	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
253-254	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97,99
255	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
256	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
257	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
258-259	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
260	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
261	Q22	COMPLETE GRADE	0-2,8,9
262	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
263	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
264	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
265	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

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TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
HOUSEHOLD ROSTER INFO FOR SEVENTH NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)			
266-267	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
268	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
269-270	Q7	RELATIONSHIP	0-10,98,99
271	Q8	USUAL RESIDENCE	0-2,8,9
272	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
273-275	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
276	IMP Q11	IMPUTE FLAG FOR SEX	0-3
277	Q11	SEX	0-2,8,9
278	CHECK ITEM C	AGE CHECK	0-2,8,9
279	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
280	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
281	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
282	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
283	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
284-285	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
286	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
287-288	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list for A codes)	0-70,97-99
289	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
290	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
291	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
292	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
293	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
294	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
295-296	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97,99
297	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
298	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
299	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
300-301	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
302	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
303	Q22	COMPLETE GRADE	0-2,8,9
304	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
305	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
306	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
307	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

HOUSEHOLD ROSTER INFO FOR EIGHTH NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
308-309	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
310	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
311-312	Q7	RELATIONSHIP	0-10,98,99
313	Q8	USUAL RESIDENCE	0-2,8,9
314	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
315-317	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
318	IMP Q11	IMPUTE FLAG FOR SEX	0-3
319	Q11	SEX	0-2,8,9
320	CHECK ITEM C	AGE CHECK	0-2,8,9
321	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
322	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
323	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
324	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
325	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
326-3-27	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
328	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
329-330	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
331	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
332	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
333	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
334	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
335	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
336	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
337-338	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97,99
339	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
340	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
341	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
342-343	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
344	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
345	Q22	COMPLETE GRADE	0-2,8,9
346	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
347	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
348	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
349	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

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TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
HOUSEHOLD ROSTER INFO FOR NINETH NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)			
350-351	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
352	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
353-354	Q7	RELATIONSHIP	0-10,98,99
355	Q8	USUAL RESIDENCE	0-2,8,9
356	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
357-359	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
360	IMP Q11	IMPUTE FLAG FOR SEX	0-3
361	Q11	SEX	0-2,8,9
362	CHECK ITEM C	AGE CHECK	0-2,8,9
363	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
364	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
365	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
366	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
367	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
368-369	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
370	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
371-372	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
373	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
374	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
375	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
376	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
377	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
378	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
379-380	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (see list A for codes)	0-70,97,99
381	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
382	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
383	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
384-385	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
386	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
387	Q22	COMPLETE GRADE	0-2,8,9
388	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
389	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
390	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
391	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

HOUSEHOLD ROSTER INFO FOR TENTH NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
392-393	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
394	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
395-396	Q7	RELATIONSHIP	0-10,98,99
397	Q8	USUAL RESIDENCE	0-2,8,9
398	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
399-401	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
402	IMP Q11	IMPUTE FLAG FOR SEX	0-3
403	Q11	SEX	0-2,8,9
404	CHECK ITEM C	AGE CHECK	0-2,8,9
405	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
406	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
407	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
408	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
409	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
410-411	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
412	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
413-414	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
415	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
416	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
417	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
418	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
419	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
420	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
421-422	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97,99
423	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
424	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
425	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
426-427	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
428	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
429	Q22	COMPLETE GRADE	0-2,8,9
430	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
431	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
432	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
433	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

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TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
HOUSEHOLD ROSTER INFO FOR ELEVENTH NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)			
434-435	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
436	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
437-438	Q7	RELATIONSHIP	0-10,98,99
439	Q8	USUAL RESIDENCE	0-2,8,9
440	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
441-443	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
444	IMP Q11	IMPUTE FLAG FOR SEX	0-3
445	Q11	SEX	0-2,8,9
446	CHECK ITEM C	AGE CHECK	0-2,8,9
447	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
448	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
449	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
450	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
451	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
452-453	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
454	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
455-456	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
457	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
458	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
459	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
460	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
461	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
462	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
463-464	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97,99
465	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
466	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
467	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
468-469	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
470	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
471	Q22	COMPLETE GRADE	0-2,8,9
472	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
473	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
474	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
475	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

HOUSEHOLD ROSTER INFO FOR TWELVETH NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
476-477	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
478	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
479-480	Q7	RELATIONSHIP	0-10,98,99
481	Q8	USUAL RESIDENCE	0-2,8,9
482	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
483-485	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
486	IMP Q11	IMPUTE FLAG FOR SEX	0-3
487	Q11	SEX	0-2,8,9
488	CHECK ITEM C	AGE CHECK	0-2,8,9
489	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
490	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
491	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
492	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
493	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
494-495	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
496	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
497-498	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
499	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
500	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
501	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
502	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
503	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
504	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
505-506	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97,99
507	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
508	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
509	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
510-511	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
512	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
513	Q22	COMPLETE GRADE	0-2,8,9
514	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
515	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
516	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
517	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

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TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
HOUSEHOLD ROSTER INFO FOR THIRTEENTH NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)			
518-519	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
520	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
521-522	Q7	RELATIONSHIP	0-10,98,99
523	Q8	USUAL RESIDENCE	0-2,8,9
524	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
525-527	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
528	IMP Q11	IMPUTE FLAG FOR SEX	0-3
529	Q11	SEX	0-2,8,9
530	CHECK ITEM C	AGE CHECK	0-2,8,9
531	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
532	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
533	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
534	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
535	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
536-537	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
538	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
539-540	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
541	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
542	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
543	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
544	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
545	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
546	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
547-548	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97,99
549	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
550	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
551	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
552-553	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
554	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
555	Q22	COMPLETE GRADE	0-2,8,9
556	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
557	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
558	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
559	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

HOUSEHOLD ROSTER INFO FOR FOURTEENTH NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
560-561	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
562	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
563-564	Q7	RELATIONSHIP	0-10,98,99
565	Q8	USUAL RESIDENCE	0-2,8,9
566	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
567-569	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
570	IMP Q11	IMPUTE FLAG FOR SEX	0-3
571	Q11	SEX	0-2,8,9
572	CHECK ITEM C	AGE CHECK	0-2,8,9
573	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
574	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
575	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
576	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
577	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
578-579	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
580	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
581-582	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
583	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
584	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
585	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
586	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
587	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
588	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
589-590	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97,99
591	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
592	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
593	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
594-595	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
596	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
597	Q22	COMPLETE GRADE	0-2,8,9
598	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
599	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
600	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
601	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
HOUSEHOLD ROSTER INFO FOR FIFTEENTH NONTEST PERSON (SEE QUESTIONNAIRE PAGES 2-9)			
602-603	Q6	HOUSEHOLD PERSON NUMBER	0-16,98,99
604	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
605-606	Q7	RELATIONSHIP	0-10,98,99
607	Q8	USUAL RESIDENCE	0-2,8,9
608	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
609-611	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
612	IMP Q11	IMPUTE FLAG FOR SEX	0-3
613	Q11	SEX	0-2,8,9
614	CHECK ITEM C	AGE CHECK	0-2,8,9
615	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
616	Q12	LANGUAGE OTHER THAN ENGLISH	0-2,8,9
617	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
618	Q13	SPEAKS ONLY ENGLISH AT HOME	0,2,8,9
619	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
620-621	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for codes)	0-70,97-99
622	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
623-624	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	0-70,97-99
625	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
626	Q16	HOW WELL DOES SPEAK ENGLISH	0-4,8,9
627	CHECK ITEM D	HOUSEHOLD COMPOSITION	0-4,8,9
628	Q17	LANGUAGES SPOKEN TO CHILDREN	0-3,8,9
629	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	0-3,8,9
630	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	0-2,8,9
631-632	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	0-70,97,99
633	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
634	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
635	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
636-637	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
638	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
639	Q22	COMPLETE GRADE	0-2,8,9
640	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
641	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
642	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
643	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

HOUSEHOLD ROSTER INFO FOR TEST PERSON

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
644-645	Q6	HOUSEHOLD PERSON NUMBER	1-16,98,99
646	IMP Q7	IMPUTE FLAG FOR RELATIONSHIP	0-3
647-648	Q7	RELATIONSHIP	1-10,98,99
649	Q8	USUAL RESIDENCE	1-2,8,9
650	IMP BIRTH	IMPUTE FLAG FOR DATE OF BIRTH	0-3
651-653	CHECK ITEM B	AGE AS OF APRIL 1,1982	0-120,998, 999
654	IMP Q11	IMPUTE FLAG FOR SEX	0-3
655	Q11	SEX	1-2,8,9
656	CHECK ITEM C	AGE CHECK	1-2,8,9
657	IMP Q12	IMPUTE FLAG FOR LANGUAGE OTHER THAN ENGLISH	0-3
658	Q12	LANGUAGE OTHER THAN ENGLISH	1-2,8,9
659	IMP Q13	IMPUTE FLAG FOR SPEAK ONLY ENGLISH AT HOME	0-3
660	Q13	SPEAKS ONLY ENGLISH AT HOME	1,2,8,9
661	IMP Q14	IMPUTE FLAG FOR LANGUAGE	0-3
662-663	Q14	LANGUAGE OTHER THAN ENGLISH (See list A for Codes)	1-70,97-99
664	IMP Q15	IMPUTE FLAG FOR LANGUAGE BESIDE ENGLISH	0-3
665-666	Q15	SPEAK OTHER LANGUAGE BESIDE ENGLISH (See list A for codes)	1-70,97-99
667	IMP Q16	IMPUTE FLAG FOR ENGLISH SPEAKING ABILITY	0-3
668	Q16	HOW WELL DOES SPEAK ENGLISH	1-4,8,9
669	CHECK ITEM D	HOUSEHOLD COMPOSITION	1-4,8,9
670	Q17	LANGUAGES SPOKEN TO CHILDREN	1-3,8,9
671	Q18	SPEAK THIS LANGUAGE TO BEST FRIENDS	1-3,8,9
672	CHECK ITEM E	PERSON UNDER 14 AND ABOVE	1-2,8,9
673-674	Q19	LANGUAGE IN HOUSEHOLD AS CHILD (See list A for codes)	1-70,97,99
675	IMP Q20	IMPUTE FLAG FOR ATTEND SCHOOL	0-3
676	Q20	ATTEND SCHOOL OR COLLEGE BETWEEN JANUARY AND MAY 1982	0-2,8,9
677	IMP Q21	IMPUTE FLAG FOR HIGHEST GRADE	0-3
678-679	Q21	HIGHEST GRADE AS OF MAY 1982	0-12,21-26, 30,31,98,99
680	IMP Q22	IMPUTE FLAG FOR COMPLETED GRADE	0-3
681	Q22	COMPLETE GRADE	0-2,8,9
682	IMP CHK B	IMPUTE FLAG FOR CHECK ITEM B	0-3
683	IMP CHK C	IMPUTE FLAG FOR CHECK ITEM C	0-3
684	IMP CHK D	IMPUTE FLAG FOR CHECK ITEM D	0-3
685	IMP CHK E	IMPUTE FLAG FOR CHECK ITEM E	0-3

TEST PERSON SELECTION INFORMATION (SEE QUESTIONNAIRE PAGES 10-11)

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
686-687	Q23	HOUSEHOLD PERSON NUMBER	0-16,98,99
688-690	CHECK ITEM F	TRANSCRIPTION OF CHECK ITEM B	0-120,998, 999
691	IMP Q24A	IMPUTE FLAG FOR RACE	0-3
692-693	Q24/A	RACE	0-8,98,99
694	IMP Q24B	IMPUTE FLAG FOR AMERICAN INDIAN RACE	0-3
695-696	Q24/B	RACE- AMERICAN INDIAN NOTE: ALL AMERICAN INDIAN RACE RECODED TO 71	0,9-15,71, 97-99
697	IMP Q25	IMPUTE FLAG FOR HISPANIC DESCENT	0-3
698	Q25	HISPANIC DESCENT	0-5,8,9
699	IMP 26A	IMPUTE FLAG FOR BIRTH PLACE	0-3
700-701	Q26A	BIRTH PLACE	0-21,98,99
702	IMP 26A-OTHER	IMPUTE FLAG FOR BIRTH PLACE-OTHER CODE	0-3
703-704	Q26A-OTHER	BIRTH PLACE-OTHER CODE (See list C for codes)	0,23-99
705	IMP 26B	IMPUTE FLAG FOR YEAR COME TO U.S.	0-3
706-709	Q26B	YEAR COME TO U.S. (See list B for codes)	0-14,9998, 9999
710-711	Q26C	COUNTRY FATHER BORN	0-22,98,99
712-713	Q26C-OTHER	COUNTRY FATHER BORN-OTHER CODE (See list C for codes)	0,23-99
714-715	Q26D	COUNTRY MOTHER BORN	0-22,98,99
716-717	Q26D-OTHER	COUNTRY MOTHER BORN-OTHER CODE (See list C for codes)	0,23-99
718	IMP 26C	IMPUTE FLAG FOR COUNTRY FATHER BORN	0-3
719	IMP 26C-OTHER	IMPUTE FLAG FOR COUNTRY BORN-OTHER CODE	0-3
720	IMP 26D	IMPUTE FLAG FOR COUNTRY MOTHER BORN	0-3
721	IMP 26D-OTHER	IMPUTE FLAG FOR COUNTRY MOTHER BORN-OTHER CODE	0-3
722	IMP CHK F	IMPUTE FLAG FOR CHECK ITEM F	0-3

HOUSEHOLD INFORMATION (SEE QUESTIONNAIRE PAGE 12)

723	CHECK ITEM G-SC221	YES-ASK REF. PERSON AND SELECTED ADULT	1,8,9
724-725	CHECK ITEM G-SC222	PERSON NUMBER	1-16,98,99
726	CHECK ITEM G-SC223	NO-ASK 27 FOR REFERENCE PERSON ONLY	2,8,9
727	IMP Q27 - SC224	IMPUTE FLAG FOR REFERENCE PERSON	0-3
728-729	Q27 - SC224	REFERENCE PERSON	0-52,98,99
730	IMP Q27 - SC225	IMPUTE FLAG FOR SELECTED ADULT	0-3
731-732	Q27 - SC225	SELECTED ADULT	0-52,98,99
733-734	Q28A	LANGUAGE SPOKEN AT HOME	1-70,97,98
735	Q28B	LANGUAGE OTHER THAN ENGLISH	1,2,8,9
736-737	Q28C	OTHER LANGUAGE	1-70,97,98
738	Q29	RESIDENCE OF APRIL 1980	1,2,8,9
739	IMP Q30A	IMPUTE FLAG FOR WAGES, SALARY, COMMISSIONS	0-3
740	Q30A	WAGES, SALARY, COMMISSIONS, BONUSES	1,2,8,9
741	IMP Q30B	IMPUTE FLAG FOR NONFARM BUSINESS	0-3
742	Q30B	OWN NONFARM BUSINESS	1,2,8,9
743	IMP Q30C	IMPUTE FLAG FOR OWN FARM	0-3
744	Q30C	OWN FARM	1,2,8,9
745	IMP Q30D	IMPUTE FLAG FOR INTEREST, DIVIDENDS	0-3
746	Q30D	INTEREST, DIVIDENDS	1,2,8,9
747	IMP Q30E	IMPUTE FLAG FOR SOCIAL SECURITY AND RAILROAD RETIREMENT	0-3
748	Q30E	SOCIAL SECURITY AND RAILROAD RETIREMENT	1,2,8,9
749	IMP Q30F	IMPUTE FLAG FOR SUPPLEMENT SECURITY	0-3
750	Q30F	SUPPLEMENT SECURITY	1-2,8,9
751	IMP Q30G	IMPUTE FLAG FOR UNEMPLOYMENT COMPENSATION	0-3
752	Q30G	UNEMPLOYMENT COMPENSATION	1-2,8,9
753	IMP Q31	IMPUTE FLAG FOR INCOME OF ALL FAMILY MEMBERS	0-3
754-755	Q31	INCOME OF ALL FAMILY MEMBERS	1-16,98,99

TESTING STATUS INFORMATION (SEE QUESTIONNAIRE PAGE 13)

NOTE: POSITION 756-765 VARY DEPENDING UPON TEST PERSON'S AGE. USE 'ADULT' SECTION FOR PERSONS AGES 19 AND OLDER; USE 'CHILD' SECTION FOR PERSONS 5-18

ADULT SECTION (AGES 15 AND OVER)

756-757	CHECK ITEM H	PERSONS NUMBER OF SELECTED PERSONS	1-16,98,99
758-759	Q34	ORAL SUBTEST STATUS	0-9,98,99
760-761	Q35	WRITTEN SUBTEST STATUS	0-9,98,99
762-765	PADDING		

CHILD SECTION (AGES 5-18)

756-757	CHECK ITEM H	PERSONS NUMBER OF SELECTED PERSON	0-16,98,99
758-759	CHECK ITEM I	AGE AS OF APRIL 1	0,5-18,98,99
760-761	Q33	AGE OF CHILD'S TEST	1-10,98,99
762-763	Q34	ORAL SUBTEST STATUS	0-9,98,99
764-765	Q35	WRITTEN SUBTEST STATUS	0-9,98,99

TESTING ENVIRONMENT (SEE QUESTIONNAIRE PAGE 14)

766-767	CHECK ITEM J	PERSON TEST NUMBER	10-16,98,99
768	Q36	TEST GIVEN IN PRIVATE	0,2,8,9
769	Q37	SOME OTHER PERSON PRESENT SOMETIME OR ALL THE TIME	0,2,8,9
770	Q38	SOME OTHER PERSON A DISTRACTION	0,2,8,9
771-772	Q39	UNPLANNED INTERRUPTION OCCURRED	0-90,98,99
773	Q40-1	TELEPHONE	0,1,9
774	Q40-2	BABIES CRYING	0,1,9
775	Q40-3	CHILDREN IN HOUSEHOLD	0,1,9
776	Q40-4	ADULT IN HOUSEHOLD	0,1,9
777	Q40-5	TELEVISION	0,1,9
778	Q40-6	RADIO	0,1,9
779	Q40-7	VISITORS	0,1,9
780	Q40-8	OUTSIDE STREET NOISES	0,1,9
781	Q40-9	OTHER DESCRIBE IN NOTES	0,1,9
782	Q41	LIGHT ADEQUATE	0,2,8,9
783	Q42	A PROPER WRITING SURFACE	0,2,8,9
784	Q43	THE DISTRACTION AFFECT THE TEST ADMINISTRATION	0,2,8,9
785	Q44	PERSON CONFUSED DURING TEST	1,2,8,9
786	IMP CHKG-SC221	IMPUTATION FLAG FOR SC221	0-3
787	IMP CHKG-SC222	IMPUTATION FLAG FOR SC222	0-3
788	IMP CHKG-SC223	IMPUTATION FLAG FOR SC223	0-3
789	IMP Q34	IMPUTATION FLAG FOR ORAL SUBTEST STATUS	0-3
790	IMP Q35	IMPUTATION FLAG FOR WRITTEN SUBTEST STATUS	0-3

TEST DATA

791-792	ORAL TEST NUMBER	0,3,40-49
793-881	ORAL TEST DATA: SEE TEST SPECIFIC CODEBOOKS	
882-883	WRITTEN TEST NUMBER	0,4,7-14
884-976	WRITTEN TEST DATA: SEE TEST SPECIFIC CODEBOOKS	

977-978	1980 ED STRATA		
	1	0% OTHER LANGUAGES IN ED	
	2	>0% - <5% OTHER LANGUAGES IN ED	
	3	>5% - <10% OTHER LANGUAGES IN ED	
	4	>10% - <15% OTHER LANGUAGES IN ED	
	5	>15% - <20% OTHER LANGUAGES IN ED	
	6	>20% - <25% OTHER LANGUAGES IN ED	
	7	>25% - <30% OTHER LANGUAGES IN ED	
	8	>30% - <35% OTHER LANGUAGES IN ED	
	9	>35% - <40% OTHER LANGUAGES IN ED	
	10	>40% - <45% OTHER LANGUAGES IN ED	
	11	>45% - <50% OTHER LANGUAGES IN ED	
	12	>50% - <75% OTHER LANGUAGES IN ED	
	13	>75% - <100% OTHER LANGUAGES IN ED	
979	1980 GEOGRAPHY STRATA		
	1	IN SMSA, CENTRAL CITY	
	2	IN SMSA, NOT CENTRAL CITY	
	3	NON-SMSA, URBAN	
	4	NON-SMSA, RURAL	
980	1980 HOUSEHOLD COMPOSTION		
	1	NO ONE AGE 3 TO 16 IN HOUSEHOLD	
	2	1 CHILD AGE 3 TO 16 IN HOUSEHOLD	
	3	2 OR MORE CHILDREN AGE 3 TO 16 IN HOUSEHOLD	
981-982	1980 LANGUAGE/AREA SAMPLING STRATA		0-20
	0	NO LANGUAGE GROUP/STATE GROUP AVAILABLE	
	1	SPANISH IN CA	
	2	SPANISH IN TX	
	3	SPANISH IN NY	
	4	SPANISH IN FL	
	5	SPANISH IN ALL OTHER COMBINED STATES	
	6	ITALIAN IN NY, NJ AND PA	
	7	FRENCH IN LA AND TX	
	8	FRENCH IN CT, ME, MA, NH,NY,RI AND VT	
	9	GERMAN IN U.S.	
	10	FILIPINO IN CA AND HI	
	11	CHINESE IN CA AND HI	
	12	GREEK IN U.S.	
	13	POLISH IN IL, IN, MI, OH AND WI	
	14	PORTUGESE IN CT, MA AND RI	
	15	VIETNAMESE I THE U.S.	
	16	JAPANESE IN CA AND HI	
	17	KOREAN IN THE U.S.	
	18	NATIVE AMERICANS IN AZ AND NM	
	19	ITALIAN, RENCH, FILIPINO, CHINESE, POLISH, PORTUGESE, JAPANESE, ALL OTHER NON-ENGLISH LANGUAGES IN ALL STATES COMBINED	
	20	NONNELB IN ALL STATES	
983-994	WEIGHT -3 IMPLIED DECIMAL PLACES		
995	BAD ORAL TEST FLAG		0-1
996	BAD WRITTEN TEST FLAG		0-1

ELPS Public Use Tape Record Layout

TEST # 3 - ORAL ADULT TEST AGES 19+

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
791-792	TEST NUMBER		3
793-794	PERSON NUMBER		1-16,98,99
795-798	START TIME		0000-9997 9998,9999
799-802	STOP TIME		0000-9997 9998,9999
803-804	SC901		0-9,98,99
805-806	SC902		0,8,9
807-808	SC903		0-8,98,99
809-810	SC904		0-8,98,99
811-812	SC905		0-9,98,99
813-814	SC906		0-8,98,99
815-816	SC907		0-17,98,99
817-818	SC908		0-8,98,99
819-820	SC909		0-18,98,99
821-822	SC910		0-26,98,99
823-824	SC911		0-43,98,99
825-880	PADDING		
881	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 40 - ORAL CHILD TEST AGE 5

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
791-792	TEST NUMBER		40
793-794	PERSON NUMBER		1-16,98,99
795-798	START TIME		0000-9997, 9998,99999
799-802	STOP TIME		0000-9997, 9998,9999
803-804	SC770		1-3,8,9
805-806	SC771		1-3,8,9
807-808	SC772		1-3,8,9
809-810	SC773		1-3,8,9
811-812	SC808		0-4,8,9
813-814	SC810		1,2,8,9
815-816	SC811		1,2,8,9
817-818	SC812		1,2,8,9
819-820	SC813		1,2,8,9
821-822	SC814		1,2,8,9
823-824	SC830		0-5,8,9
825-826	SC831		0,8,9
827-828	SC832		0-99,9998,9999
829-830	SC833		0-99,9998,9999
831-832	SC834		0-99,9998,9999
833-834	SC835		1,2,8,9
835-836	SC836		1,2,8,9
837-838	SC837		1,2,8,9
839-840	SC838		1,2,8,9
841-842	SC839		1,2,8,9
843-844	SC840		1,2,8,9
845-846	SC841		1,2,8,9
847-848	SC883		0-7,8,9
849=850	SC884		0-99,9998,9999
851-852	SC885		0-99,9998,9999
853-854	SC886		0-99,9998,9999
855-880	PADDING		
881	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 41 - ORAL CHILD TEST AGE 6

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
791-792	TEST NUMBER		41
793-794	PERSON NUMBER		1-16,98,99
795-798	START TIME		0000-9997 9998-9999
799-802	STOP TIME		0000-9997 9998-9999
803-804	SC701		0,1,8,9
805-806	SC702		0,1,8,9
807-808	SC703		0,1,8,9
809-810	SC704		0,1,8,9
811-812	SC705		0,1,8,9
813-814	SC706		0,1,8,9
815-816	SC707		0,1,8,9
817-818	SC708		0,1,8,9
819-820	SC709		0,1,8,9
821-822	SC710		0,1,8,9
823-824	SC711		0,1,8,9
825-826	SC712		0,1,8,9
827-828	SC713		0,1,8,9
829-830	SC714		0,1,8,9
831-832	SC715		0,1,8,9
833-834	SC769		0-15,98,99
835-836	SC774		1-3,8,9
837-838	SC775		1-3,8,9
839-840	SC776		1-3,8,9
841-842	SC777		1-3,8,9
843-844	SC808		0-4,8,9
845-846	SC809		0,8,9
847-848	SC815		1-3,8,9
849-850	SC816		1-3,8,9
851-852	SC817		1-3,8,9
853-854	SC818		1-3,8,9
855-856	SC819		1-3,8,9
857-858	SC820		1-3,8,9
859-860	SC830		0-6,8,9
861-862	SC832		0-99,998,999
863-864	SC833		0-99,998,999
865-866	SC834		0-99,998,999
867-868	SC842		1-3,8,9
869-870	SC843		1-3,8,9
871-872	SC844		1-3,8,9
873-874	SC883		0-3,8,9
875-876	SC884		0-99,998,999
877-878	SC885		0-99,998,999
879-880	SC886		0-99,998,999
881	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 42 - ORAL CHILD TEST AGE 7

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
791-792	TEST NUMBER		42
793-794	PERSON NUMBER		1-16,98,99
795-798	START TIME		0000-9997 9998-9999
799-802	STOP TIME		0000-9997 9998-9999
803-804	SC716		0,1,8,9
805-806	SC717		0,1,8,9
807-808	SC718		0,1,8,9
809-810	SC719		0,1,8,9
811-812	SC720		0,1,8,9
813-814	SC721		0,1,8,9
815-816	SC769		0-6,8,9
817-818	SC778		0-3,8,9
819-820	SC779		0-3,8,9
821-822	SC808		0-2,8,9
823-824	SC809		0,8,9
825-826	SC821		0-3,8,9
827-828	SC822		0-3,8,9
829-830	SC823		0-3,8,9
831-832	SC824		0-3,8,9
833-834	SC825		0-3,8,9
835-836	SC826		0-3,8,9
837-838	SC830		0-6,8,9
839-840	SC832		0-99,998,999
841-842	SC833		0-99,998,999
843-844	SC834		0-3,8,9
845-846	SC845		0-3,8,9
847-848	SC846		0-3,8,9
849-850	SC847		0-3,8,9
851-852	SC848		0-3,8,9
853-854	SC849		0-3,8,9
855-856	SC850		0-3,8,9
857-858	SC851		0-3,8,9
859-860	SC852		0-3,8,9
861-862	SC883		0-8,98,99
863-864	SC884		0-99,998,999
865-866	SC885		0-99,998,999
867-868	SC886		0-99,998,999
869-880	PADDING		
881	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 43 - ORAL CHILD TEST AGE 8

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
791-792	TEST NUMBER		43
793-794	PERSON NUMBER		1-16,98,99
795-798	START TIME		0000-9997 9998-9999
799-802	STOP TIME		0000-9997 9998-9999
803-804	SC722		0,1,8,9
805-806	SC723		0,1,8,9
807-808	SC724		0,1,8,9
809-810	SC725		0,1,8,9
811-812	SC726		0,1,8,9
813-814	SC727		0,1,8,9
815-816	SC769		0-6,8,9
817-818	SC780		0,1,8,9
819-820	SC781		0,1,8,9
821-822	SC808		0-2,8,9
823-824	SC809		0,8,9
825-826	SC827		1-3,8,9
827-828	SC828		1-3,8,9
829-830	SC829		1-3,8,9
831-832	SC830		0-3,8,9
833-834	SC832		0-99,998,999
835-836	SC833		0-99,998,999
837-838	SC853		1-3,8,9
839-840	SC854		1-3,8,9
841-842	SC855		1-3,8,9
843-844	SC856		1-3,8,9
845-846	SC857		1-3,8,9
847-848	SC858		1-3,8,9
849-850	SC883		0-6,8,9
851-852	SC884		0-99,998,999
853-854	SC885		0-99,998,999
855-880	PADDING		
881	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 44 - ORAL CHILD TEST AGE 9

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
791-792	TEST NUMBER		44
793-794	PERSON NUMBER		1-16,98,99
795-798	START TIME		0000-9997 9998-9999
799-802	STOP TIME		0000-9997 9998-9999
803-804	SC728		0,1,8,9
805-806	SC729		0,1,8,9
807-808	SC730		0,1,8,9
809-810	SC731		0,1,8,9
811-812	SC732		0,1,8,9
813-814	SC733		0,1,8,9
815-816	SC733		0,1,8,9
817-818	SC769		0-3,8,9
819-820	SC782		0-3,8,9
821-822	SC783		0-3,8,9
823-824	SC784		0-3,8,9
825-826	SC808		0-3,8,9
827-828	SC809		0,8,9
829-830	SC832		0-99,998,999
831-832	SC833		0-99,998,999
833-834	SC859		0-3,8,9
835-836	SC860		0-3,8,9
837-838	SC861		0-3,8,9
839-840	SC862		0-3,8,9
841-842	SC863		0-3,8,9
843-844	SC883		0-5,8,9
845-846	SC884		0-99,998,999
847-848	SC885		0-99,998,999
849-880	PADDING		
881	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 45 - ORAL CHILD TEST AGE 10

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
791-792	TEST NUMBER		45
793-794	PERSON NUMBER		1-16,98,99
795-798	START TIME		0000-9997 9998-9999
799-802	STOP TIME		0000-9997 9998-9999
803-804	SC734		0-1,8,9
805-806	SC735		0-1,8,9
807-808	SC736		0-1,8,9
809-810	SC737		0-1,8,9
811-812	SC738		0-1,8,9
813-814	SC739		0-1,8,9
815-816	SC740		0-1,8,9
817-818	SC769		0-7,8,9
819-820	SC785		0-3,8,9
821-822	SC786		0-3,8,9
823-824	SC787		0-3,8,9
825-826	SC788		0-3,8,9
827-828	SC789		0-3,8,9
829-830	SC790		0-3,8,9
831-832	SC791		0-3,8,9
833-834	SC808		0-7,8,9
835-836	SC809		0,8,9
837-838	SC832		0-99,998,999
839-840	SC833		0-99,998,999
841-842	SC864		0-3,8,9
843-844	SC865		0-3,8,9
845-864	SC883		0-2,8,9
847-848	SC884		0-99,998,999
849-850	SC885		0-99,998,999
851-880	PADDING		
881	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 46 - ORAL CHILD TEST AGE 11

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
791-792	TEST NUMBER		46
793-794	PERSON NUMBER		1-16,98,99
795-798	START TIME		0000-9997 9998-9999
799-802	STOP TIME		0000-9997 9998-9999
803-804	SC741		0,1,8,9
805-806	SC742		0,1,8,9
807-808	SC743		0,1,8,9
809-810	SC744		0,1,8,9
811-812	SC745		0,1,8,9
813-814	SC746		0,1,8,9
815-816	SC747		0,1,8,9
817-818	SC769		0-7,8,9
819-820	SC792		1-3,8,9
821-822	SC793		1-3,8,9
823-824	SC794		1-3,8,9
825-826	SC795		1-3,8,9
827-828	SC808		0-7,8,9
829-830	SC809		0,8,9
831-832	SC832		0-99,998,999
833-834	SC833		0-99,998,999
835-836	SC866		1-3,8,9
837-838	SC867		1-3,8,9
839-840	SC868		1-3,8,9
841-842	SC869		1-3,8,9
843-844	SC883		0-2,8,9
845-846	SC884		0-99,998,999
847-848	SC885		0-99,998,999
849-880	PADDING		
881	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 47 - ORAL CHILD TEST AGE 12

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
791-792	TEST NUMBER		47
793-794	PERSON NUMBER		1-16,98,99
795-798	START TIME		0000-9997 9998-9999
799-802	STOP TIME		0000-9997 9998-9999
803-804	SC748		0,1,8,9
805-806	SC749		0,1,8,9
807-808	SC750		0,1,8,9
809-810	SC751		0,1,8,9
811-812	SC752		0,1,8,9
813-814	SC753		0,1,8,9
815-816	SC754		0,1,8,9
817-818	SC769		0-7,8,9
819-820	SC796		1-3,8,9
821-822	SC797		1-3,8,9
823-824	SC798		1-3,8,9
825-826	SC799		1-3,8,9
827-828	SC808		0-4,8,9
829-830	SC809		0,8,9
831-832	SC832		0,99,998,999
833-834	SC833		0,99,998,999
835-836	SC870		1-3,8,9
837-838	SC871		1-3,8,9
839-840	SC872		1-3,8,9
841-842	SC883		0-3,8,9
843-844	SC884		0,99,998,999
845-846	SC885		0,99,998,999
847-880	PADDING		
881	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 48 - ORAL CHILD TEST AGE 13

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
791-792	TEST NUMBER		48
793-794	PERSON NUMBER		1-16,98,99
795-798	START TIME		0000-9997 9998-9999
799-802	STOP TIME		0000-9997 9998-9999
803-804	SC755		0-1,8,9
805-806	SC756		0-1,8,9
807-808	SC757		0-1,8,9
809-810	SC758		0-1,8,9
811-812	SC759		0-1,8,9
813-814	SC760		0-1,8,9
815-816	SC761		0-1,8,9
817-818	SC769		0-7,8,9
819-820	SC800		1-3,8,9
821-822	SC801		1-3,8,9
823-824	SC802		1-3,8,9
825-826	SC803		1-3,8,9
827-828	SC808		0-7,8,9
829-830	SC809		0,8,9
831-832	SC832		0-99,998,999
833-834	SC833		0-99,998,999
835-836	SC873		1-3,8,9
837-838	SC874		1-3,8,9
839-840	SC875		1-3,8,9
841-842	SC876		1-3,8,9
843-844	SC883		0-2,8,9
845-846	SC884		0-99,998,999
847-848	SC885		0-99,998,999
849-880	PADDING		
881	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 49 - ORAL CHILD TEST AGES 14 TO 18

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
791-792	TEST NUMBER		49
793-794	PERSON NUMBER		1-16,98,99
795-798	START TIME		0000-9997 9998-9999
799-802	STOP TIME		0000-9997 9998-9999
803-804	SC762		0,1,8,9
805-806	SC763		0,1,8,9
807-808	SC764		0,1,8,9
809-810	SC765		0,1,8,9
811-812	SC766		0,1,8,9
813-814	SC767		0,1,8,9
815-816	SC768		0,1,8,9
817-818	SC769		0-7,8,9
819-820	SC804		1-3,8,9
821-822	SC805		1-3,8,9
823-824	SC806		1-3,8,9
825-826	SC807		1-3,8,9
827-828	SC808		0-4,8,9
829-830	SC809		0,8,9
831-832	SC832		0-99,998,999
833-834	SC833		0-99,998,999
835-836	SC877		1-3,8,9
837-838	SC878		1-3,8,9
839-840	SC879		1-3,8,9
841-842	SC880		1-3,8,9
843-844	SC881		1-3,8,9
845-846	SC882		1-3,8,9
847-848	SC883		0,6,8,9
849-850	SC884		0-99,998,999
851-852	SC885		0-99,998,999
853-880	PADDING		
881	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 4 WRITTEN ADULT TEST AGES 19+

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
882-883	TEST NUMBER		4
884-885	PERSON NUMBER		1-16,98,99
886-889	START TIME		0000-9997 9998-9999
890-893	STOP TIME		0000-9997 9998-9999
894-895	SC601		1-4,8,9
896-897	SC602		1-4,8,9
898-899	SC603		1-4,8,9
900-901	SC604		1-4,8,9
902-903	SC605		1-4,8,9
904-905	SC606		1-4,8,9
906-907	SC607		1-4,8,9
908-909	SC608		1-4,8,9
910-911	SC609		0-9,98,99
912-913	SC610		0,8,9
914-915	SC611		1-4,8,9
916-917	SC612		1-4,8,9
918-919	SC613		1-4,8,9
920-921	SC614		1-4,8,9
922-923	SC615		1-4,8,9
924-925	SC616		1-4,8,9
926-927	SC617		1-4,8,9
928-929	SC618		1-4,8,9
930-931	SC619		1-4,8,9
932-933	SC620		1-4,8,9
934-935	SC621		1-4,8,9
936-937	SC622		1-4,8,9
938-939	SC623		1-4,8,9
940-941	SC624		1-4,8,9
942-943	SC625		1-4,8,9
944-945	SC626		1-4,8,9
946-947	SC627		1-4,8,9
948-949	SC628		1-4,8,9
950-951	SC629		0-18,98,99
952-975	PADDING		
976	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 7 WRITTEN CHILD TEST AGE 7

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
882-883	TEST NUMBER		7
884-885	PERSON NUMBER		1-16,98,99
886-889	START TIME		0000-9997 9998-9999
890-893	STOP TIME		0000-9997 9998-9999
894-895	SC301		1-4,8,9
896-897	SC302		1-4,8,9
898-899	SC326		0-2,8,9
900-901	SC327		1-3,8,9
902,903	SC328		1-3,8,9
904-905	SC329		1-3,8,9
906-907	SC363		0-3,8,9
908-909	SC364		0,8,9
910-911	SC365		1-3,8,9
912-913	SC366		1-3,8,9
914-915	SC367		1-3,8,9
916-917	SC390		0-3,8,9
918-919	SC425		1-3,8,9
920-921	SC426		1-3,8,9
922-923	SC442		0-2,8,9
924-925	SC443		1-3,8,9
926-927	SC444		1-3,8,9
928-929	SC445		1-3,8,9
930-931	SC474		0-3,8,9
932-975	PADDING		
976	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 8 WRITTEN CHILD TEST AGE 8

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
882-883	TEST NUMBER		8
884-885	PERSON NUMBER		1-16,98,99
886-889	START TIME		0000-9997 9998-9999
890-893	STOP TIME		0000-9997 9998-9999
894-895	SC303		1-3,8,9
896-897	SC304		1-4,8,9
898-899	SC326		0-2,8,9
900-901	SC330		1-3,8,9
902-903	SC331		1-3,8,9
904-905	SC332		1-3,8,9
906-907	SC363		0-3,8,9
908-909	SC364		0,8,9
910-911	SC368		1-4,8,9
912-913	SC369		1-4,8,9
914-915	SC370		1-4,8,9
916-917	SC390		0-3,8,9
918-919	SC427		1-3,8,9
920-921	SC428		1-3,8,9
922-923	SC442		0-2,8,9
924-925	SC446		1-4,8,9
926-927	SC447		1-4,8,9
928-929	SC448		1-4,8,9
930-931	SC474		0-3,8,9
932-933	SC475		1,2,8,9
934-935	SC476		1,2,8,9
936-937	SC482		0-2,8,9
938-975	PADDING		
976	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 9 WRITTEN CHILD TEST AGE 9

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
882-883	TEST NUMBER		9
884-885	PERSON NUMBER		1-16,98,99
886-889	START TIME		0000-9997 9998-9999
890-893	STOP TIME		0000-9997 9998-9999
894-895	SC305		1-3,8,9
896-897	SC306		1-3,8,9
898-899	SC307		1-4,8,9
900-901	SC326		0-3,8,9
902-903	SC333		1-3,8,9
904-905	SC334		1-3,8,9
906-907	SC335		1-3,8,9
908-909	SC363		0-3,8,9
910-911	SC364		0,8,9
912-913	SC371		1-3,8,9
914-915	SC372		1-3,8,9
916-917	SC373		1-3,8,9
918-919	SC390		0-3,8,9
920-921	SC391		1-5,8,9
922-923	SC392		1-5,8,9
924-925	SC393		1-5,8,9
926-927	SC394		1-5,8,9
928-929	SC395		1-5,8,9
930-931	SC424		0-5,8,9
932-933	SC429		1-4,8,9
934-935	SC430		1-4,8,9
936-937	SC442		0-2,8,9
938-939	SC449		1-3,8,9
940-941	SC450		1-3,8,9
942-943	SC451		1-3,8,9
944-945	SC474		0-3,8,9
946-947	SC477		1-3,8,9
948-949	SC478		1,2,8,9
950-951	SC482		0-2,8,9
952-953	SC483		1,2,8,9
954-955	SC484		1-3,8,9
956-957	SC485		1,2,8,9
958-959	SC486		1-3,8,9
960-961	SC511		0-4,8,9
962-975	PADDING		
976	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 10 WRITTEN CHILD TEST AGE 10

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
882-883	TEST NUMBER		10
884-885	PERSON NUMBER		1-16,98,99
886-889	START TIME		0000-9997 9998-9999
890-893	STOP TIME		0000-9997 9998-9999
894-895	SC308		1-4,8,9
896-897	SC309		1-4,8,9
898-899	SC310		1-4,8,9
900-901	SC326		0-3,8,9
902-903	SC336		1-3,8,9
904-905	SC337		1-3,8,9
906-907	SC338		1-3,8,9
908-909	SC363		0-3,8,9
910-911	SC364		0,8,9
912-913	SC374		1-4,8,9
914-915	SC375		1-4,8,9
916-917	SC376		1-4,8,9
918-919	SC377		1-4,8,9
920-921	SC390		0-4,8,9
922-923	SC396		1-5,8,9
924-925	SC397		1-5,8,9
926-927	SC398		1-5,8,9
928-929	SC399		1-5,8,9
930-931	SC400		1-5,8,9
932-933	SC424		0-5,8,9
934-935	SC431		1-4,8,9
936-937	SC432		1-4,8,9
938-939	SC442		0-2,8,9
940-941	SC452		1-4,8,9
942-943	SC453		1-4,8,9
944-945	SC454		1-4,8,9
946-947	SC474		0-3,8,9
948-949	SC479		1-2,8,9
950-951	SC480		1-3,8,9
952-953	SC481		1-3,8,9
954-955	SC482		0-3,8,9
956-957	SC487		1-3,8,9
958-959	SC488		1-3,8,9
960-961	SC489		1-3,8,9
962-963	SC490		1-3,8,9
964-965	SC511		0-4,8,9
966-975	PADDING		
976	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 12 WRITTEN CHILD TEST AGE 12

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
882-883	TEST NUMBER		12
884-885	PERSON NUMBER		1-16,98,99
886-889	START TIME		0000-9997 9998-9999
890-893	STOP TIME		0000-9997 9998-9999
894-895	SC314		1-4,8,9
896-897	SC315		1-4,8,9
898-899	SC316		1-4,8,9
900-901	SC317		1-4,8,9
902-903	SC326		0-4,8,9
904-905	SC342		1-4,8,9
906-907	SC343		1-4,8,9
908-909	SC344		1-4,8,9
910-911	SC345		1-4,8,9
912-913	SC346		1-4,8,9
914-915	SC347		1-4,8,9
916-917	SC348		1-4,8,9
918-919	SC363		0-7,8,9
920-921	SC364		0,8,9
922-923	SC382		1-4,8,9
924-925	SC383		1-4,8,9
926-927	SC384		1-4,8,9
928-929	SC390		0-3,8,9
930-931	SC406		1-6,8,9
932-933	SC407		1-6,8,9
934-935	SC408		1-6,8,9
936-937	SC409		1-6,8,9
938-939	SC410		1-6,8,9
940-941	SC411		1-6,8,9
942-943	SC424		0-6,8,9
944-945	SC434		1-4,8,9
946-947	SC435		1-4,8,9
948-949	SC442		0-4,8,9
950-951	SC459		1-4,8,9
952-953	SC460		1-4,8,9
954-955	SC461		1-4,8,9
956-957	SC462		1-4,8,9
958-959	SC463		1-4,8,9
960-961	SC474		0-5,8,9
962-963	SC498		1,2,8,9
964-965	SC499		1,2,8,9
966-967	SC500		1-4,8,9
968-969	SC511		0-3,8,9
970-975	PADDING		
976	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 11 WRITTEN CHILD TEST AGE 11

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
882-883	TEST NUMBER		11
884-885	PERSON NUMBER		1-16,98,99
886-889	START TIME		0000-9997 9998-9999
890-893	STOP TIME		0000-9997 9998-9999
894-895	SC311		1-3,8,9
896-897	SC312		1-3,8,9
898-899	SC313		1-4,8,9
900-901	SC326		0-3,8,9
902-903	SC339		1-3,8,9
904-905	SC340		1-3,8,9
906-907	SC341		1-3,8,9
908-909	SC363		0-3,8,9
910-911	SC364		0,8,9
912-913	SC378		1-4,8,9
914-915	SC379		1-4,8,9
916-917	SC380		1-4,8,9
918-919	SC381		1-4,8,9
920-921	SC390		0-4,8,9
922-923	SC401		1-5,8,9
924-925	SC402		1-5,8,9
926-927	SC403		1-5,8,9
928-929	SC404		1-5,8,9
930-931	SC405		1-5,8,9
932-933	SC424		0-5,8,9
934-935	SC433		1-4,8,9
936-937	SC442		0-1,8,9
938-939	SC455		1-4,8,9
940-941	SC456		1-4,8,9
942-943	SC457		1-4,8,9
944-945	SC458		1-4,8,9
946-947	SC474		0-4,8,9
948-949	SC491		1-4,8,9
950-951	SC492		1-3,8,9
952-953	SC493		1-3,8,9
954-955	SC494		1-3,8,9
956-957	SC495		1-3,8,9
958-959	SC496		1-3,8,9
960-961	SC497		1-4,8,9
962-963	SC511		0,8,9
964-975	PADDING		
976	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 13 WRITTEN CHILD TEST AGE 13

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
882-883	TEST NUMBER		13
884-885	PERSON NUMBER		1-16,98,99
886-889	START TIME		0000-9997 9998-9999
890-893	STOP TIME		0000-9997 9998-9999
894-895	SC318		1-4,8,9
896-897	SC319		1-4,8,9
898-899	SC320		1-4,8,9
900-901	SC321		1-4,8,9
902-903	SC326		0-4,8,9
904-905	SC349		1-4,8,9
906-907	SC350		1-4,8,9
908-909	SC351		1-4,8,9
910-911	SC352		1-4,8,9
912-913	SC353		1-4,8,9
914-915	SC354		1-4,8,9
916-917	SC355		1-4,8,9
918-919	SC363		0-7,8,9
920-921	SC364		0,8,9
922-923	SC385		1-4,8,9
924-925	SC386		1-4,8,9
926-927	SC390		0-2,8,9
928-929	SC412		1-6,8,9
930-931	SC413		1-6,8,9
932-933	SC414		1-6,8,9
934-935	SC415		1-6,8,9
936-937	SC416		1-6,8,9
938-939	SC417		1-6,8,9
940-941	SC424		0-6,8,9
942-943	SC436		1-4,8,9
944-945	SC437		1-4,8,9
946-947	SC438		1-4,8,9
948-949	SC442		0-3,8,9
950-951	SC464		1-4,8,9
952-953	SC465		1-4,8,9
954-955	SC466		1-4,8,9
956-957	SC467		1-4,8,9
958-959	SC468		1-4,8,9
960-961	SC469		1-4,8,9
962-963	SC474		0-6,8,9
964-965	SC501		1-4,8,9
966-967	SC502		1-3,8,9
968-969	SC503		1-3,8,9
970-971	SC504		1-4,8,9
972-973	SC505		1-3,8,9
974-975	SC511		0-5,8,9
976	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

ELPS Public Use Tape Record Layout

TEST # 14 WRITTEN CHILD TEST AGES 14 TO 18

TAPE LOCATION	QUESTIONNAIRE ITEM	DESCRIPTION	CODE RANGE
882-883	TEST NUMBER		14
884-885	PERSON NUMBER		1-16,98,99
886-889	START TIME		0000-9997 9998-9999
890-893	STOP TIME		0000-9997 9998-9999
894-895	SC322		1-4,8,9
896-897	SC323		1-4,8,9
898-899	SC324		1-4,8,9
900-901	SC325		1-4,8,9
902-903	SC326		0-4,8,9
904-905	SC356		1-4,8,9
906-907	SC357		1-4,8,9
908-909	SC358		1-4,8,9
910-911	SC359		1-4,8,9
912-913	SC360		1-4,8,9
914-915	SC361		1-4,8,9
916-917	SC362		1-4,8,9
918-919	SC363		0-7,8,9
920-921	SC364		0,8,9
922-923	SC387		1-4,8,9
924-925	SC388		1-4,8,9
926-927	SC389		1-4,8,9
928-929	SC390		0-4,8,9
930-931	SC418		1-6,8,9
932-933	SC419		1-6,8,9
934-935	SC420		1-6,8,9
936-937	SC421		1-6,8,9
938-939	SC422		1-6,8,9
940-941	SC423		1-6,8,9
942-943	SC424		0-6,8,9
944-945	SC439		1-4,8,9
946-947	SC440		1-4,8,9
948-949	SC441		1-4,8,9
950-951	SC442		0-3,8,9
952-953	SC470		1-4,8,9
954-955	SC471		1-4,8,9
956-957	SC472		1-4,8,9
958-959	SC473		1-4,8,9
960-961	SC474		0-4,8,9
962-963	SC506		1,2,8,9
964-965	SC507		1-3,8,9
966-967	SC508		1-3,8,9
968-969	SC509		1-4,8,9
970-971	SC510		1-3,8,9
972-973	SC511		0-5,8,9
974-975	PADDING		
976	LEPST		0-2
	0	NO LEP SCORE	
	1	LIMITED ENGLISH PROFICIENT (LEP)	
	2	NOT LIMITED ENGLISH PROFICIENT (NON-LEP)	

LIST A--NUMERIC LANGUAGE CODES

01	PIDGIN (ENGLISH PIDGIN TYPES)
02	GERMAN
03	PENNSYLVANIA DUTCH
04	YIDDISH
05	DUTCH
06	SWEDISH
07	DANISH
08	NORWEIGIAN
10	ITALIAN
11	FRENCH
12	FRENCH CREOLE
13	SPANISH
14	PORTUGUESE
15	RUMANIAN
16	CELTIC
17	GREEK
18	ALBANIAN
19	RUSSIAN
20	UKRAINIAN
21	CZECH
23	POLISH
24	SLOVAK
25	BULGARIAN
26	SERBOCROATIAN
27	LITHUANIAN
28	LATVIAN
29	ARMENIAN
30	PERSIAN
31	HINDI
32	FINNISH
33	HUNGARIAN
34	TURKISH
37	DRAVIDIAN (OTHER ASIAN INDIAN LANGUAGE)
38	CHINESE
42	THAI
44	JAPANESE
45	KOREAN
46	CAMBODIAN
47	VIETNAMESE
48	MALAYSIAN
49	PHILIPPINE LANGUAGES
50	CHAMORRO
51	FIJIAN (OTHER PACIFIC LANGUAGE)
52	ARABIC
53	HEBREW
54	SYRIAN
55	AFRICAN
70	AMERICAN INDIAN LANGUAGES
98	NOT LISTED
99	ENGLISH

List B--Year of Immigration Codes

Year of Immigration	Code
1977-9997	0014
1971-1976	0013
1965-1970	0012
1959-1964	0011
1953-1958	0010
1947-1952	0009
1941-1946	0008
1935-1940	0007
1929-1934	0006
1923-1928	0005
1917-1922	0004
1911-1916	0003
1905-1910	0002
before 1905	0001
9998	9998
9999	9999

LIST C--Place of Birth Codes for "Other" Areas

23	Africa
27	Antarctic Area
30	North America
40	Latin and South America
42	Brazil
50	East Asia
60	South Asia
62	Southeast Asia
65	Middle East
70	Europe
72	Southern Europe
74	Eastern Europe
76	Northern Europe
80	Oceania
90	Carribbean Islands
96	Undetermined
99	Not Applicable

V. ELPS QUESTIONNAIRE

O.M.B. No. 1885-0501: Approval Expires September 30, 1

FORM **ELPS-1**
(6-2-82)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

ENGLISH LANGUAGE PROFICIENCY STUDY

QUESTIONNAIRE AND HOUSEHOLD ROSTER

NOTICE – All information which would permit identification of the individual will be he strictly confidential, will be used only by persons engaged in and for the purposes of t survey and will not be disclosed or released to others for any other purposes.

AFFIX LABEL

1. Name of interviewer | Code

2. DATE TEST ADMINISTERED

Adult			Child 1			Child 2		
Month	Day	Year	Month	Day	Year	Month	Day	Year

3. RECORD OF VISITS

a. Date			b. Time	c. Remarks
Month	Day	Year		
			a.m. p.m.	
			a.m. p.m.	
			a.m. p.m.	
			a.m. p.m.	
			a.m. p.m.	
			a.m. p.m.	

4. INTERVIEW STATUS

1 ☐ Household interview

NONINTERVIEW STATUS

Type A (Occupied or address located, but not interviewed)

2 ☐ No one home
3 ☐ Temporarily absent
4 ☐ Household refused – *Give reason* ________________
5 ☐ Respondent unable to communicate in English
6 ☐ Other occupied – *Describe*
____

Type B

7 ☐ Vacant
8 ☐ Other – *Specify* ________________

Type C

9 ☐ Demolished
10 ☐ Other – *Specify* ________________

5a. What is your exact address?

1 ☐ Same as above
2 ☐ Address changed – *Enter correct address below*

House No., street, Apt. No., or other identification

City | State | ZIP code

b. Are there any occupied or vacant quarters besides your own at *(Street address and unit designation, if any)?*

1 ☐ No – *Continue interview*
2 ☐ Yes – *If one EXTRA unit is found, prepare a separate questionnaire for it. If you find more than one EXTRA unit, contact your supervisor.*

SAMPLING LABEL

```
036103

AGE OF CHILDREN TO TEST
6 5 17 16 19 15 12 10 8 11 9 7 13 14

# OF ADULTS IN HH   1 2 3 4 5 6 7 9+
                    1 2 2 3 3 4 7 8
```

PERSON SELECTION RULES

A. Households with no children whose age in Check Item B is 5 to 18 –
(1) Regardless of the person selection number on the address label, select only one adult.

B. Households with one child whose age in Check Item B is 5 to 18 –
(1) Regardless of the person selection number on the address label, select that child and one adult (if an adult is available).

C. Households with two or more children whose age in Check Item B is 5 to 18 –
(1) If the person selection number on the address label is "1," then select one child and one adult (if an adult is available).
(2) If the person selection number on the address label is "2," then select two children and no adults.

D. Households with no adults whose age in Check Item B is 19 and ove
(1) If the person selection number on the address label is "1," then select one child (age 5 to 18).
(2) If the person selection number on the address label is "2," then select two children (age 5 to 18).

P3

HOUSEHOLD ROSTER

6. What are the names of all persons living or staying here? Start with the name of the person or one of the persons who owns or rents this home. *Ask items 7 and 8 by reading down the column for each person.*	009 **1** **PERSON 1, Ref. person** Last name First name Middle initial	023 **2** **PERSON 2** Last name First name Middle initial	032 **3** **PERSON 3** Last name First name Middle initial
7. What is . . .'s relationship to *(Reference person, that is, person in column 1)?*	010 1☐ Reference person WITH other relatives in household 2☐ Reference person with NO other relatives in household	024 3☐ Husband 4☐ Wife 5☐ Own child 6☐ Parent 7☐ Brother/sister 8☐ Other relative of reference person 9☐ Nonrelative of reference person with OWN relatives in household 10☐ Nonrelative of reference person with NO own relatives in household	033 3☐ Husband 4☐ Wife 5☐ Own child 6☐ Parent 7☐ Brother/sister 8☐ Other relative of reference person 9☐ Nonrelative of reference person with OWN relatives in household 10☐ Nonrelative of reference person with NO own relatives in household
8. Is this . . .'s usual place of residence?	011 1☐ Yes 2☐ No – *Erase entries in 6, 7 and 8 for this person*	025 1☐ Yes 2☐ No – *Erase entries in 6, 7 and 8 for this person*	034 1☐ Yes 2☐ No – *Erase entries in 6, 7 and 8 for this person*
9. I have listed *(Read names in item 6).* **Have I missed –**			
Any babies or small children?	012 1☐ Yes 2☐ No		
Any lodgers, boarders or persons in your employ who live here?	013 1☐ Yes 2☐ No		
Anyone who usually lives here but is away at present traveling, at school, or in a hospital?	014 1☐ Yes 2☐ No		
Anyone else staying here?	015 1☐ Yes 2☐ No		
If "Yes" in item 9, enter name in item 6 above and fill column.			
CHECK ITEM A — Enter person number of household respondent (person number in item 6).	016 ________ Person No.		
Ask items 10 through 22 by reading down the column for each person. **10. What is . . .'s date of birth?** *Enter 2-digit numerals.*	017 Month ☐☐ Day ☐☐ Year ☐☐	026 Month ☐☐ Day ☐☐ Year ☐☐	035 Month ☐☐ Day ☐☐ Year ☐☐
CHECK ITEM B — Age as of April 1, 1982? *Refer to Flashcard E.*	018 ________ Age as of April 1, 1982	027 ________ Age as of April 1, 1982	036 ________ Age as of April 1, 1982
11. Sex	019 1☐ Male 2☐ Female } *SKIP to 12*	028 1☐ Male 2☐ Female	037 1☐ Male 2☐ Female
CHECK ITEM C — (1) Person is age 5 or older. (2) Person is under 5.		029 1☐ **(1)** *ASK 12* 2☐ **(2)** *SKIP to next person or top of page 10*	038 1☐ **(1)** *ASK 12* 2☐ **(2)** *SKIP to next person or top of page 10*
12. Does . . . speak a language other than English at home?	021 1☐ Yes – *SKIP to 14* 2☐ No	030 1☐ Yes – *SKIP to 14* 2☐ No	039 1☐ Yes – *SKIP to 14* 2☐ No
13. Then . . . only speaks English at home?	022 1☐ Yes, speaks English only – *SKIP to Check Item E* 2☐ No – *SKIP to 15*	031 1☐ Yes, speaks English only – *SKIP to Check Item E* 2☐ No – *SKIP to 15*	040 1☐ Yes, speaks English only – *SKIP to Check Item E* 2☐ No – *SKIP to 15*

HOUSEHOLD ROSTER — Continued

041 **4** PERSON 4	050 **5** PERSON 5	059 **6** PERSON 6	068 **7** PERSON 7	077 **8** PERSON 8
Last name	Last name	Last name	Last name	Last name
First name	First name	First name	First name	First name
Middle initial	Middle initial	Middle initial	Middle initial	Middle initial
042 3 ☐ Husband 4 ☐ Wife 5 ☐ Own child 6 ☐ Parent 7 ☐ Brother/sister 8 ☐ Other relative of reference person 9 ☐ Nonrelative of reference person with OWN relatives in household 10 ☐ Nonrelative of reference person with NO own relatives in household	051 3 ☐ Husband 4 ☐ Wife 5 ☐ Own child 6 ☐ Parent 7 ☐ Brother/sister 8 ☐ Other relative of reference person 9 ☐ Nonrelative of reference person with OWN relatives in household 10 ☐ Nonrelative of reference person with NO own relatives in household	060 3 ☐ Husband 4 ☐ Wife 5 ☐ Own child 6 ☐ Parent 7 ☐ Brother/sister 8 ☐ Other relative of reference person 9 ☐ Nonrelative of reference person with OWN relatives in household 10 ☐ Nonrelative of reference person with NO own relatives in household	069 3 ☐ Husband 4 ☐ Wife 5 ☐ Own child 6 ☐ Parent 7 ☐ Brother/sister 8 ☐ Other relative of reference person 9 ☐ Nonrelative of reference person with OWN relatives in household 10 ☐ Nonrelative of reference person with NO own relatives in household	078 3 ☐ Husband 4 ☐ Wife 5 ☐ Own child 6 ☐ Parent 7 ☐ Brother/sister 8 ☐ Other relative of reference person 9 ☐ Nonrelative of reference person with OWN relatives in household 10 ☐ Nonrelative of reference person with NO own relatives in household
043 1 ☐ Yes 2 ☐ No — *Erase entries in 6, 7 and 8 for this person*	052 1 ☐ Yes 2 ☐ No — *Erase entries in 6, 7 and 8 for this person*	061 1 ☐ Yes 2 ☐ No — *Erase entries in 6, 7 and 8 for this person*	070 1 ☐ Yes 2 ☐ No — *Erase entries in 6, 7 and 8 for this person*	079 1 ☐ Yes 2 ☐ No — *Erase entries in 6, 7 and 8 for this person*
044 Month / Day / Year	053 Month / Day / Year	062 Month / Day / Year	071 Month / Day / Year	080 Month / Day / Year
045 ________ Age as of April 1, 1982	054 ________ Age as of April 1, 1982	063 ________ Age as of April 1, 1982	072 ________ Age as of April 1, 1982	081 ________ Age as of April 1, 1982
046 1 ☐ Male 2 ☐ Female	055 1 ☐ Male 2 ☐ Female	064 1 ☐ Male 2 ☐ Female	073 1 ☐ Male 2 ☐ Female	082 1 ☐ Male 2 ☐ Female
047 1 ☐ **(1)** *ASK 12* 2 ☐ **(2)** *SKIP to next person or top of page 10*	056 1 ☐ **(1)** *ASK 12* 2 ☐ **(2)** *SKIP to next person or top of page 10*	065 1 ☐ **(1)** *ASK 12* 2 ☐ **(2)** *SKIP to next person or top of page 10*	074 1 ☐ **(1)** *ASK 12* 2 ☐ **(2)** *SKIP to next person or top of page 10*	083 1 ☐ **(1)** *ASK 12* 2 ☐ **(2)** *SKIP to next person or top of page 10*
048 1 ☐ Yes — *SKIP to 14* 2 ☐ No	057 1 ☐ Yes — *SKIP to 14* 2 ☐ No	066 1 ☐ Yes — *SKIP to 14* 2 ☐ No	075 1 ☐ Yes — *SKIP to 14* 2 ☐ No	084 1 ☐ Yes — *SKIP to 14* 2 ☐ No
049 1 ☐ Yes, speaks English only — *SKIP to Check Item E* 2 ☐ No — *SKIP to 15*	058 1 ☐ Yes, speaks English only — *SKIP to Check Item E* 2 ☐ No — *SKIP to 15*	067 1 ☐ Yes, speaks English only — *SKIP to Check Item E* 2 ☐ No — *SKIP to 15*	076 1 ☐ Yes, speaks English only — *SKIP to Check Item E* 2 ☐ No — *SKIP to 15*	085 1 ☐ Yes, speaks English only — *SKIP to Check Item E* 2 ☐ No — *SKIP to 15*

HOUSEHOLD ROSTER — Continued

14. What is this language?	086 **1** **PERSON 1, Ref. person** 087 ☐☐ } *SKIP to 16*	098 **2** **PERSON 2** 099 ☐☐ } *SKIP to 16*	110 **3** **PERSON 3** 111 ☐☐ } *SKIP to 1*
15. What is this other language besides English?	088 ☐☐	100 ☐☐	112 ☐☐
16. *SHOW FLASHCARD F.* **How well does . . . speak English?** *Read answer categories.*	089 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**	101 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**	113 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**
CHECK ITEM D (1) Person is over 18 in Check Item B and there are children in the household. (2) Person is 18 or under in Check Item B and there are other children in the household. (3) Person is over 18 in Check Item B and there are no children in the household. (4) Person is 18 or under in Check Item B and there are no other children in the household.	090 1☐ *(1) ASK 17* 2☐ *(2) ASK 17* 3☐ *(3) SKIP to 18* 4☐ *(4) SKIP to 18*	102 1☐ *(1) ASK 17* 2☐ *(2) ASK 17* 3☐ *(3) SKIP to 18* 4☐ *(4) SKIP to 18*	114 1☐ *(1) ASK 17* 2☐ *(2) ASK 17* 3☐ *(3) SKIP to 18* 4☐ *(4) SKIP to 18*
17. What language does . . . usually speak to the children in this household?	091 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	103 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	115 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other languag
18. What language does . . . usually speak to (his/her) best friends?	092 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	104 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	116 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other languag
CHECK ITEM E (1) Person is 14 or over in Check Item B. (2) Person is under age 14 in Check Item B.	093 1☐ *(1) ASK 19* 2☐ *(2) SKIP to 20*	105 1☐ *(1) ASK 19* 2☐ *(2) SKIP to 20*	117 1☐ *(1) ASK 19* 2☐ *(2) SKIP to 20*
19. What language was usually spoken in . . .'s household when (he/she) was a child?	094 ☐☐	106 ☐☐	118 ☐☐
20. Did . . . attend school or college anytime between January and May 1982?	095 1☐ Yes 2☐ No	107 1☐ Yes 2☐ No	119 1☐ Yes 2☐ No
21. As of May 1982, what was the highest grade (or year) of school . . . had ever attended?	096 00☐ **Never attended — *SKIP to next person or top of page 10*** 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+	108 00☐ **Never attended — *SKIP to next person or top of page 10*** 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+	120 00☐ **Never attended — *SKIP to next perso or top of page 10*** 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+
22. Did . . . complete that grade (or year)?	097 1☐ Yes 2☐ No } *GO to next person or top of page 10*	109 1☐ Yes 2☐ No } *GO to next person or top of page 10*	121 1☐ Yes 2☐ No } *GO to next person or to of page 10*

HOUSEHOLD ROSTER — Continued

122 **4 PERSON 4**	134 **5 PERSON 5**	146 **6 PERSON 6**	158 **7 PERSON 7**	170 **8 PERSON 8**
123 ☐☐ ____ } *SKIP to 16*	135 ☐☐ ____ } *SKIP to 16*	147 ☐☐ ____ } *SKIP to 16*	159 ☐☐ ____ } *SKIP to 16*	171 ☐☐ ____ } *SKIP to 16*
124 ☐☐ ____	136 ☐☐ ____	148 ☐☐ ____	160 ☐☐ ____	172 ☐☐ ____
125 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**	137 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**	149 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**	161 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**	173 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**
126 1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*	138 1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*	150 1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*	162 1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*	174 1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*
127 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	139 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	151 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	163 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	175 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language
128 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	140 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	152 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	164 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	176 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language
129 1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*	141 1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*	153 1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*	165 1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*	177 1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*
130 ☐☐ ____	142 ☐☐ ____	154 ☐☐ ____	166 ☐☐ ____	178 ☐☐ ____
131 1☐ Yes 2☐ No	143 1☐ Yes 2☐ No	155 1☐ Yes 2☐ No	167 1☐ Yes 2☐ No	179 1☐ Yes 2☐ No
132 00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+	144 00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+	156 00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+	168 00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+	180 00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+
133 1☐ Yes 2☐ No } *GO to next person or top of page 10*	145 1☐ Yes 2☐ No } *GO to next person or top of page 10*	157 1☐ Yes 2☐ No } *GO to next person or top of page 10*	169 1☐ Yes 2☐ No } *GO to next person or top of page 10*	181 1☐ Yes 2☐ No } *GO to next person or top of page 10*

HOUSEHOLD ROSTER – Continued

041 12 PERSON 12	050 13 PERSON 13	059 14 PERSON 14	068 15 PERSON 15	077 16 PERSON 16
Last name	Last name	Last name	Last name	Last name
First name	First name	First name	First name	First name
Middle initial	Middle initial	Middle initial	Middle initial	Middle initial
042 3☐ Husband 4☐ Wife 5☐ Own child 6☐ Parent 7☐ Brother/sister 8☐ Other relative of reference person 9☐ Nonrelative of reference person with OWN relatives in household 10☐ Nonrelative of reference person with NO own relatives in household	051 3☐ Husband 4☐ Wife 5☐ Own child 6☐ Parent 7☐ Brother/sister 8☐ Other relative of reference person 9☐ Nonrelative of reference person with OWN relatives in household 10☐ Nonrelative of reference person with NO own relatives in household	060 3☐ Husband 4☐ Wife 5☐ Own child 6☐ Parent 7☐ Brother/sister 8☐ Other relative of reference person 9☐ Nonrelative of reference person with OWN relatives in household 10☐ Nonrelative of reference person with NO own relatives in household	069 3☐ Husband 4☐ Wife 5☐ Own child 6☐ Parent 7☐ Brother/sister 8☐ Other relative of reference person 9☐ Nonrelative of reference person with OWN relatives in household 10☐ Nonrelative of reference person with NO own relatives in household	078 3☐ Husband 4☐ Wife 5☐ Own child 6☐ Parent 7☐ Brother/sister 8☐ Other relative of reference person 9☐ Nonrelative of reference person with OWN relatives in household 10☐ Nonrelative of reference person with NO own relatives in household
043 1☐ Yes 2☐ No – *Erase entries in 6, 7 and 8 for this person*	052 1☐ Yes 2☐ No – *Erase entries in 6, 7 and 8 for this person*	061 1☐ Yes 2☐ No – *Erase entries in 6, 7 and 8 for this person*	070 1☐ Yes 2☐ No – *Erase entries in 6, 7 and 8 for this person*	079 1☐ Yes 2☐ No – *Erase entries in 6, 7 and 8 for this person*
044 Month Day Year	053 Month Day Year	062 Month Day Year	071 Month Day Year	080 Month Day Year
045 ______ Age as of April 1, 1982	054 ______ Age as of April 1, 1982	063 ______ Age as of April 1, 1982	072 ______ Age as of April 1, 1982	081 ______ Age as of April 1, 1982
046 1☐ Male 2☐ Female	055 1☐ Male 2☐ Female	064 1☐ Male 2☐ Female	073 1☐ Male 2☐ Female	082 1☐ Male 2☐ Female
047 1☐ (1) *ASK 12* 2☐ (2) *SKIP to next person or top of page 10*	056 1☐ (1) *ASK 12* 2☐ (2) *SKIP to next person or top of page 10*	065 1☐ (1) *ASK 12* 2☐ (2) *SKIP to next person or top of page 10*	074 1☐ (1) *ASK 12* 2☐ (2) *SKIP to next person or top of page 10*	083 1☐ (1) *ASK 12* 2☐ (2) *SKIP to next person or top of page 10*
048 1☐ Yes – *SKIP to 14* 2☐ No	057 1☐ Yes – *SKIP to 14* 2☐ No	066 1☐ Yes – *SKIP to 14* 2☐ No	075 1☐ Yes – *SKIP to 14* 2☐ No	084 1☐ Yes – *SKIP to 14* 2☐ No
049 1☐ Yes, speaks English only – *SKIP to Check Item E* 2☐ No – *SKIP to 15*	058 1☐ Yes, speaks English only – *SKIP to Check Item E* 2☐ No – *SKIP to 15*	067 1☐ Yes, speaks English only – *SKIP to Check Item E* 2☐ No – *SKIP to 15*	076 1☐ Yes, speaks English only – *SKIP to Check Item E* 2☐ No – *SKIP to 15*	085 1☐ Yes, speaks English only – *SKIP to Check Item E* 2☐ No – *SKIP to 15*

HOUSEHOLD ROSTER — Continued

14. What is this language?	086	9 **PERSON 9**	098	10 **PERSON 10**	110	11 **PERSON 11**
	087	☐☐ ________ } *SKIP to 16*	099	☐☐ ________ } *SKIP to 16*	111	☐☐ ________ } *SKIP to 16*
15. What is this other language besides English?	088	☐☐ ________	100	☐☐ ________	112	☐☐ ________
16. *SHOW FLASHCARD F.* **How well does . . . speak English?** *Read answer categories.*	089	1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**	101	1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**	113	1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**
CHECK ITEM D (1) Person is over 18 in Check Item B and there are children in the household. (2) Person is 18 or under in Check Item B and there are other children in the household. (3) Person is over 18 in Check Item B and there are no children in the household. (4) Person is 18 or under in Check Item B and there are no other children in the household.	090	1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*	102	1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*	114	1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*
17. What language does . . . usually speak to the (other) children in this household?	091	1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	103	1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	115	1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language
18. What language does . . . usually speak to (his/her) best friends?	092	1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	104	1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	116	1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language
CHECK ITEM E (1) Person is 14 or over in Check Item B. (2) Person is under age 14 in Check Item B.	093	1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*	105	1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*	117	1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*
19. What language was usually spoken in . . .'s household when (he/she) was a child?	094	☐☐ ________	106	☐☐ ________	118	☐☐ ________
20. Did . . . attend school or college anytime between January and May 1982?	095	1☐ Yes 2☐ No	107	1☐ Yes 2☐ No	119	1☐ Yes 2☐ No
21. As of May 1982, what was the highest grade (or year) of school . . . had ever attended?	096	00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+	108	00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+	120	00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+
22. Did . . . complete that grade (or year)?	097	1☐ Yes 2☐ No } *GO to next person or top of page 10*	109	1☐ Yes 2☐ No } *GO to next person or top of page 10*	121	1☐ Yes 2☐ No } *GO to next person or top of page 10*

HOUSEHOLD ROSTER — Continued

122 **12** PERSON 12	134 **13** PERSON 13	146 **14** PERSON 14	158 **15** PERSON 15	170 **16** PERSON 16
123 ☐☐ } *SKIP to 16*	135 ☐☐ } *SKIP to 16*	147 ☐☐ } *SKIP to 16*	159 ☐☐ } *SKIP to 16*	171 ☐☐ } *SKIP to 16*
124 ☐☐	136 ☐☐	148 ☐☐	160 ☐☐	172 ☐☐
125 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**	137 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**	149 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**	161 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**	173 1☐ **Very well** 2☐ **Well** 3☐ **Not well** 4☐ **Not at all**
126 1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*	138 1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*	150 1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*	162 1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*	174 1☐ **(1)** *ASK 17* 2☐ **(2)** *ASK 17* 3☐ **(3)** *SKIP to 18* 4☐ **(4)** *SKIP to 18*
127 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	139 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	151 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	163 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	175 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language
128 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	140 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	152 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	164 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language	176 1☐ English 2☐ Language entered in 14 or 15 3☐ Some other language
129 1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*	141 1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*	153 1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*	165 1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*	177 1☐ **(1)** *ASK 19* 2☐ **(2)** *SKIP to 20*
130 ☐☐	142 ☐☐	154 ☐☐	166 ☐☐	178 ☐☐
131 1☐ Yes 2☐ No	143 1☐ Yes 2☐ No	155 1☐ Yes 2☐ No	167 1☐ Yes 2☐ No	179 1☐ Yes 2☐ No
132 00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+	144 00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+	156 00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+	168 00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+	180 00☐ Never attended — *SKIP to next person or top of page 10* 30☐ Nursery 31☐ Kindergarten ELEMENTARY 01☐ 1st 05☐ 5th 02☐ 2nd 06☐ 6th 03☐ 3rd 07☐ 7th 04☐ 4th 08☐ 8th HIGH SCHOOL 09☐ 9th 11☐ 11th 10☐ 10th 12☐ 12th COLLEGE 21☐ C1 24☐ C4 22☐ C2 25☐ C5 23☐ C3 26☐ C6+
133 1☐ Yes 2☐ No } *GO to next person or top of page 10*	145 1☐ Yes 2☐ No } *GO to next person or top of page 10*	157 1☐ Yes 2☐ No } *GO to next person or top of page 10*	169 1☐ Yes 2☐ No } *GO to next person or top of page 10*	181 1☐ Yes 2☐ No } *GO to next person or top of page 10*

P4

TEST PERSON SELECTION

TEST PERSON SELECTION Use the selection number on the address label in conjunction with the sampling label and the Person Selection Rules on the cover page to select the person in the household to be tested.

Complete items 23–26d about selected persons only. Ask down each column for each selected person.	**ADULT**	**CHILD 1**	**CHILD 2**
23. Transcribe person number of selected persons from item 6, pages 2, 3, 6, and 7.	182 ________ Person number	190 ________ Person number	198 ________ Person number
CHECK ITEM F *Refer to Check Item B, pages 2, 3, 6, and 7.*	183 ________ Age as of April 1, 1982	191 ________ Age as of April 1, 1982	199 ________ Age as of April 1, 1982
SHOW FLASHCARD A **24. What is . . .'s race?**	184 1☐ White 2☐ Black or Negro 3☐ Japanese 4☐ Chinese 5☐ Filipino 6☐ Korean 7☐ Vietnamese 8☐ American Indian – *Specify tribe* 185 ☐☐ 9☐ Asian Indian 10☐ Hawaiian 11☐ Guamanian 12☐ Samoan 13☐ Eskimo 14☐ Aleut 15☐ Other – *Specify* 186 ☐☐	192 1☐ White 2☐ Black or Negro 3☐ Japanese 4☐ Chinese 5☐ Filipino 6☐ Korean 7☐ Vietnamese 8☐ American Indian – *Specify tribe* 193 ☐☐ 9☐ Asian Indian 10☐ Hawaiian 11☐ Guamanian 12☐ Samoan 13☐ Eskimo 14☐ Aleut 15☐ Other – *Specify* 194 ☐☐	200 1☐ White 2☐ Black or Negro 3☐ Japanese 4☐ Chinese 5☐ Filipino 6☐ Korean 7☐ Vietnamese 8☐ American Indian – *Specify tribe* 201 ☐☐ 9☐ Asian Indian 10☐ Hawaiian 11☐ Guamanian 12☐ Samoan 13☐ Eskimo 14☐ Aleut 15☐ Other – *Specify* 202 ☐☐
SHOW FLASHCARD B **25. Is . . . of Spanish/Hispanic origin or descent?** *Read categories, if necessary.*	187 1☐ Yes, Mexican, Mexican American, Chicano 2☐ Yes, Puerto Rican 3☐ Yes, Cuban 4☐ Yes, other Spanish/Hispanic 5☐ No, not Spanish/Hispanic	195 1☐ Yes, Mexican, Mexican American, Chicano 2☐ Yes, Puerto Rican 3☐ Yes, Cuban 4☐ Yes, other Spanish/Hispanic 5☐ No, not Spanish/Hispanic	203 1☐ Yes, Mexican, Mexican American, Chicano 2☐ Yes, Puerto Rican 3☐ Yes, Cuban 4☐ Yes, other Spanish/Hispanic 5☐ No, not Spanish/Hispanic
26a. In what state or foreign country was . . . born?	188 1☐ United States in one of the fifty states or D.C – *SKIP to 26c* 2☐ Puerto Rico NOT IN THE 50 STATES, D.C., OR PUERTO RICO 3☐ Cambodia 4☐ Canada 5☐ China 6☐ Cuba 7☐ France 8☐ Germany 9☐ Greece 10☐ Italy 11☐ Japan 12☐ Korea 13☐ Laos 14☐ Mexico 15☐ Philippines 16☐ Poland 17☐ Portugal 18☐ United Kingdom 19☐ USSR 20☐ Vietnam 21☐ Other – *Specify* 189 ☐☐	196 1☐ United States in one of the fifty states or D.C – *SKIP to 26c* 2☐ Puerto Rico NOT IN THE 50 STATES, D.C., OR PUERTO RICO 3☐ Cambodia 4☐ Canada 5☐ China 6☐ Cuba 7☐ France 8☐ Germany 9☐ Greece 10☐ Italy 11☐ Japan 12☐ Korea 13☐ Laos 14☐ Mexico 15☐ Philippines 16☐ Poland 17☐ Portugal 18☐ United Kingdom 19☐ USSR 20☐ Vietnam 21☐ Other – *Specify* 197 ☐☐	204 1☐ United States in one of the fifty states or D.C – *SKIP to 26c* 2☐ Puerto Rico NOT IN THE 50 STATES, D.C., OR PUERTO RICO 3☐ Cambodia 4☐ Canada 5☐ China 6☐ Cuba 7☐ France 8☐ Germany 9☐ Greece 10☐ Italy 11☐ Japan 12☐ Korea 13☐ Laos 14☐ Mexico 15☐ Philippines 16☐ Poland 17☐ Portugal 18☐ United Kingdom 19☐ USSR 20☐ Vietnam 21☐ Other – *Specify* 205 ☐☐

TEST PERSON SELECTION – Continued

	ADULT	CHILD 1	CHILD 2
26b. What year did . . . first come to the (mainland) United States to stay?	206 ☐☐☐☐	211 ☐☐☐☐	216 ☐☐☐☐
c. In what country was . . .'s father born?	207 1☐ United States (in one of the 50 states or D.C.) 2☐ Puerto Rico 3☐ Cambodia 4☐ Canada 5☐ China 6☐ Cuba 7☐ France 8☐ Germany 9☐ Greece 10☐ Italy 11☐ Japan 12☐ Korea 13☐ Laos 14☐ Mexico 15☐ Philippines 16☐ Poland 17☐ Portugal 18☐ United Kingdom 19☐ USSR 20☐ Vietnam 21☐ Don't know 22☐ Other – *Specify* 208 ☐☐	212 1☐ United States (in one of the 50 states or D.C.) 2☐ Puerto Rico 3☐ Cambodia 4☐ Canada 5☐ China 6☐ Cuba 7☐ France 8☐ Germany 9☐ Greece 10☐ Italy 11☐ Japan 12☐ Korea 13☐ Laos 14☐ Mexico 15☐ Philippines 16☐ Poland 17☐ Portugal 18☐ United Kingdom 19☐ USSR 20☐ Vietnam 21☐ Don't know 22☐ Other – *Specify* 213 ☐☐	217 1☐ United States (in one of the 50 states or D.C.) 2☐ Puerto Rico 3☐ Cambodia 4☐ Canada 5☐ China 6☐ Cuba 7☐ France 8☐ Germany 9☐ Greece 10☐ Italy 11☐ Japan 12☐ Korea 13☐ Laos 14☐ Mexico 15☐ Philippines 16☐ Poland 17☐ Portugal 18☐ United Kingdom 19☐ USSR 20☐ Vietnam 21☐ Don't know 22☐ Other – *Specify* 218 ☐☐
d. In what country was . . .'s mother born?	209 1☐ United States (in one of the 50 states or D.C.) 2☐ Puerto Rico 3☐ Cambodia 4☐ Canada 5☐ China 6☐ Cuba 7☐ France 8☐ Germany 9☐ Greece 10☐ Italy 11☐ Japan 12☐ Korea 13☐ Laos 14☐ Mexico 15☐ Philippines 16☐ Poland 17☐ Portugal 18☐ United Kingdom 19☐ USSR 20☐ Vietnam 21☐ Don't know 22☐ Other – *Specify* 210 ☐☐ *GO TO NEXT PERSON OR CHECK ITEM G*	214 1☐ United States (in one of the 50 states or D.C.) 2☐ Puerto Rico 3☐ Cambodia 4☐ Canada 5☐ China 6☐ Cuba 7☐ France 8☐ Germany 9☐ Greece 10☐ Italy 11☐ Japan 12☐ Korea 13☐ Laos 14☐ Mexico 15☐ Philippines 16☐ Poland 17☐ Portugal 18☐ United Kingdom 19☐ USSR 20☐ Vietnam 21☐ Don't know 22☐ Other – *Specify* 215 ☐☐ *GO TO NEXT PERSON OR CHECK ITEM G*	219 1☐ United States (in one of the 50 states or D.C.) 2☐ Puerto Rico 3☐ Cambodia 4☐ Canada 5☐ China 6☐ Cuba 7☐ France 8☐ Germany 9☐ Greece 10☐ Italy 11☐ Japan 12☐ Korea 13☐ Laos 14☐ Mexico 15☐ Philippines 16☐ Poland 17☐ Portugal 18☐ United Kingdom 19☐ USSR 20☐ Vietnam 21☐ Don't know 22☐ Other – *Specify* 220 ☐☐ *GO TO CHECK ITEM G*

NOTES

P6

HOUSEHOLD INFORMATION

CHECK ITEM G	Is an adult, other than the reference person (person in column 1), selected for testing?	221	1☐ Yes — *Transcribe person number for selected adult from item 23 and ask item 27 for reference person and for selected adult*
		222	________ Person number
		223	2☐ No — *ASK 27 for reference person only*
27.	**In 1981, how many weeks, did . . . work either full time or part time not counting work around the house? Include paid vacation and paid sick leave.**		REFERENCE PERSON
		224	________ Weeks 0☐ None
			SELECTED ADULT
		225	________ Weeks 0☐ None
28a.	**What language do the people in this household usually speak here at home?**	226	☐☐ ________
b.	**Do the people in this household often speak any other language at home?**	227	1☐ Yes 2☐ No — *SKIP to 29*
c.	**What is that language?**	228	☐☐ ________
29.	**Did this family live at this residence on April 1, 1980?**	229	1☐ Yes 2☐ No
30.	*SHOW FLASHCARD C* **During the last 12 months did anyone in this family receive any money from —**		
a.	**Wages, salary, commissions, bonuses, or tips from all jobs?**	230	1☐ Yes 2☐ No
b.	**Own nonfarm business, partnership, or professional practice?**	231	1☐ Yes 2☐ No
c.	**Own farm?**	232	1☐ Yes 2☐ No
d.	**Interest, dividends, royalties, or net rental income?**	233	1☐ Yes 2☐ No
e.	**Social Security or Railroad Retirement?**	234	1☐ Yes 2☐ No
f.	**Supplemental Security (SSI), Aid to Families with Dependent Children (AFDC), or other public assistance or public welfare payments?**	235	1☐ Yes 2☐ No
g.	**Unemployment compensation, veterans' payments, pensions, alimony or child support, or any other sources of income received regularly?**	236	1☐ Yes 2☐ No
31.	*SHOW FLASHCARD D* **Which category on this card represents the total combined income of all members of this FAMILY during the past 12 months? This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, social security payments and other money income received by members of this FAMILY who are 15 years of age or older?**	237	1☐ Under $5,000 2☐ 5,000 – 5,999 3☐ 6,000 – 6,999 4☐ 7,000 – 7,999 5☐ 8,000 – 8,999 6☐ 9,000 – 9,999 7☐ 10,000 – 12,499 8☐ 12,500 – 14,999 9☐ 15,000 – 17,499 10☐ 17,500 – 19,999 11☐ 20,000 – 22,499 12☐ 22,500 – 24,999 13☐ 25,000 – 27,499 14☐ 27,500 – 32,499 15☐ 32,500 – 39,999 16☐ 40,000 and over
32.	**What is your telephone number in case it is necessary for us to contact you?**		☐☐☐ – ☐☐☐ – ☐☐☐☐ *(Area code)* *(Telephone number)*
		238	0☐ No telephone in household 1☐ Refused

TESTING STATUS

		ADULT	CHILD 1	CHILD 2
CHECK ITEM H	Person number of selected persons *Refer to item 23, page 10.*	239 ______ Person number	242 ______ Person number	247 ______ Person number
CHECK ITEM I	Age as of April 1, 1982. *Refer to Check Item B.*	______ Age	243 ______ Age	248 ______ Age
33. Age of child's test			244 1 ☐ Five 2 ☐ Six 3 ☐ Seven 4 ☐ Eight 5 ☐ Nine 6 ☐ Ten 7 ☐ Eleven 8 ☐ Twelve 9 ☐ Thirteen 10 ☐ Fourteen	249 1 ☐ Five 2 ☐ Six 3 ☐ Seven 4 ☐ Eight 5 ☐ Nine 6 ☐ Ten 7 ☐ Eleven 8 ☐ Twelve 9 ☐ Thirteen 10 ☐ Fourteen
INTERVIEWER INSTRUCTION	Administer LM and AI oral and written tests to the child/children age 5 – 18 and the MAEP oral and written tests to the adult over age 18. Administer the 14 year old test to those who were 14 – 18 in Check Item I.			
34. Oral subtest status		240 1 ☐ Test completed TEST NOT COMPLETED BECAUSE – 2 ☐ Test discontinued because of inability of selected person 3 ☐ Selected person refused 4 ☐ Other person in household refused to allow the selected person to be tested 5 ☐ Selected person asked that the test be stopped – *Specify* 6 ☐ Other – *Specify* ______ ______	245 1 ☐ Test completed TEST NOT COMPLETED BECAUSE – 2 ☐ Test discontinued because of inability of selected person 3 ☐ Selected person refused 4 ☐ Other person in household refused to allow the selected person to be tested 5 ☐ Selected person asked that the test be stopped – *Specify* 6 ☐ Other – *Specify* ______ ______	250 1 ☐ Test completed TEST NOT COMPLETED BECAUS 2 ☐ Test discontinued because inability of selected person 3 ☐ Selected person refused 4 ☐ Other person in household refused to allow the selected person to be teste 5 ☐ Selected person asked that test be stopped – *Specify* 6 ☐ Other – *Specify* ______ ______
35. Written subtest status		241 1 ☐ Test completed TEST NOT COMPLETED BECAUSE – 2 ☐ Test discontinued because of inability of selected person 3 ☐ Selected person refused 4 ☐ Other person in household refused to allow the selected person to be tested 5 ☐ Selected person asked that the test be stopped – *Specify* 6 ☐ Other – *Specify* ______ ______	246 1 ☐ Test completed TEST NOT COMPLETED BECAUSE – 2 ☐ Test discontinued because of inability of selected person 3 ☐ Selected person refused 4 ☐ Other person in household refused to allow the selected person to be tested 5 ☐ Selected person asked that the test be stopped – *Specify* 6 ☐ Other – *Specify* ______ ______	251 1 ☐ Test completed TEST NOT COMPLETED BECAUS 2 ☐ Test discontinued because inability of selected person 3 ☐ Selected person refused 4 ☐ Other person in household refused to allow the selected person to be teste 5 ☐ Selected person asked tha test be stopped – *Specify* 6 ☐ Other – *Specify* ______ ______

THANK THE RESPONDENT AND THE TEST PERSONS.

NOTES

TESTING ENVIRONMENT

INTERVIEWER INSTRUCTION ▶ Complete upon leaving the interview site.

	FIRST TEST PERSON	SECOND TEST PERSON
CHECK ITEM J Person number of test persons. *Transcribe from Check Item H.*	252 ________ Person number	263 ________ Person number
36. Were the tests given in private?	253 1 ☐ Yes – *SKIP to 39* 2 ☐ No	264 1 ☐ Yes – *SKIP to 39* 2 ☐ No
37. Were others present some of the time or all of the time?	254 1 ☐ Some of the time 2 ☐ All of the time	265 1 ☐ Some of the time 2 ☐ All of the time
38. Did the other persons present a distraction?	255 1 ☐ Yes 2 ☐ No	266 1 ☐ Yes 2 ☐ No
39. How many unplanned interruptions occurred? *Enter number.*	256 0 ☐ None – *SKIP to 41* ________ Number	267 0 ☐ None – *SKIP to 41* ________ Number
40. What caused these interruptions? *Mark (X) all that apply.*	257 • 1 ☐ Telephone 2 ☐ Babies crying 3 ☐ Children in household 4 ☐ Adults in household 258 • 5 ☐ Television 6 ☐ Radio 7 ☐ Visitors 8 ☐ Outside street noises 9 ☐ Other – *Describe in notes*	268 • 1 ☐ Telephone 2 ☐ Babies crying 3 ☐ Children in household 4 ☐ Adults in household 269 • 5 ☐ Television 6 ☐ Radio 7 ☐ Visitors 8 ☐ Outside street noises 9 ☐ Other – *Describe in notes*
41. Was lighting adequate?	259 1 ☐ Yes 2 ☐ No	270 1 ☐ Yes 2 ☐ No
42. Was a writing surface, such as a table available for administering tests?	260 1 ☐ Yes 2 ☐ No	271 1 ☐ Yes 2 ☐ No
43. Did any (of these) problems or distractions affect the test administration or results?	261 1 ☐ Yes – *Specify in notes* 2 ☐ No	272 1 ☐ Yes – *Specify in notes* 2 ☐ No
44. Did this person seem confused at anytime during the test?	262 1 ☐ Yes – *Specify in notes* 2 ☐ No	273 1 ☐ Yes – *Specify in notes* 2 ☐ No

NOTES

FORM ELPS-1 (6-2-82)

☆ U.S. GOVERNMENT PRINTING OFFICE [illegible]

VI. ELPS ORAL AND WRITTEN TESTS

ADULT TESTS

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

O.M.B. No. 1885-0601: Approval Expires September 30, 1982

P9	1a. Test number 3	1b. Control number	1c. Person number
	2. Time		
	Started a.m. __ __:__ __ p.m.	Stopped a.m. __ __:__ __ p.m.	

ENGLISH
LANGUAGE
PROFICIENCY
STUDY

MAEP
ORAL TEST AND
CODING BOOKLET
ADULT

FORM ELPS-3
(2-18-82)

SUMMARY OF MAEP ORAL ADMINISTRATION INSTRUCTIONS*

1. Use English only.

2. Read subtest scripts (directions and items) exactly as written.

3. Repeat directions once if the examinee doesn't attempt the example or fails to follow directions on the first item of any subtest.

4. Use normal English stress, speed, and intonation when reading items.

5. Repeat items once if there is no response after 8 seconds or if the examinee requests repetition; do not give the item again unless an outside noise prevents hearing.

6. Answer questions about directions only.

7. Code answers immediately after the response is given; do not probe, prompt, confirm, or reject responses.

8. Change the coding if the examinee changes a response; code the last response.

9. Discontinue subtests promptly according to the rules given in each subtest.

10. Stop the MAEP ORAL if the first two subtests are discontinued.

*Always review the complete administration instructions in the Interviewer's Manual BEFORE testing examinees.

SUBTEST 1 – SPECIFIC INSTRUCTIONS

Tear out visual; put it face up in front of the examinee.

Give examinee a pencil.

If examinee doesn't perform examples correctly, repeat the directions and do the actions called for in the examples. Then, repeat examples again.

Do not point or gesture when you give these items.

Code responses immediately using these criteria:

Incorrect or no response	0
Correct response	1

Discontinue this subtest if the first four responses are coded 0.

SUBTEST 1 — IMPERATIVES

SCRIPT	CODING
Now, I'm going to tell you to do some things. Listen carefully. Please do exactly what I tell you to do. For example: Look at the paper. Touch the paper. Remember, do what I tell you. Do you have any questions? Let's begin.	
• Circle the bottom number.	0 1
• Put an "X" inside the biggest circle.	0 1
• Copy the top number onto the bottom line.	0 1
• Now, underline one of the words.	0 1
INTERVIEWER INSTRUCTION **If you have circled four 0's, DISCONTINUE this subtest. Go to the next one.**	
• Draw a line from the big square to the little one.	0 1
• Put a check in the middle of the top line.	0 1
• Fill in the little square completely.	0 1
• Initial the top right corner of the paper.	0 1
• Put a check in all the other corners.	0 1
	301 TOTAL NUMBER OF 1's

SUBTEST 2 — SPECIFIC INSTRUCTIONS

Consider the directions understood if the examinee tries to repeat an example; the repetition need not be correct.

If a response can't be heard, say "I'm sorry, I didn't hear you. Tell me again." Repeat the item.

Code responses immediately using these criteria:

Different meaning or unintelligible	0
Same meaning in different words	1
Same meaning, same words in the same order	2

Discontinue this subtest if the first four responses are coded 0.

SUBTEST 2 – REPETITION

SCRIPT	CODING
I'm going to read some sentences. Listen carefully. I want you to say the sentences. For example: Go to room 80 (Now you say it). It's on the second floor (Now you say it).	
Do you have any questions? Let's begin.	
• I want to apply for a driver's license.	0 1 2
• I'm applying because I moved.	0 1 2
• All the information on this form is true.	0 1 2
• Would you please answer the following questions?	0 1 2
INTERVIEWER INSTRUCTION If you have circled four 0's, DISCONTINUE this subtest and enter Test Discontinued Score. ⟶	902 TEST DISCONTINUED SCORE ☐
• Is your mailing address the same as this one?	0 1 2
• I'm going to explain the official policy to you.	0 1 2
• If you get a car, you have to register it.	0 1 2
• If you brought the car in this month, we could inspect it.	0 1 2
	903 TOTAL NUMBER OF 1's ☐
	904 TOTAL NUMBER OF 2's ☐

SUBTEST 1
IMPERATIVES
VISUAL

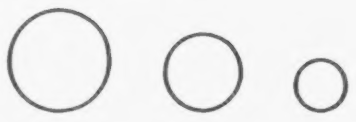
take

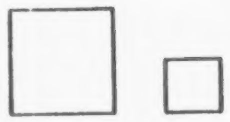
put

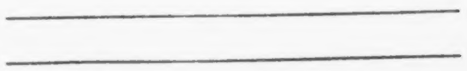
17

64

live







MAEP TEST SCORING WORKSHEET

	Scores (1)	Scores (2)
1. MAEP ORAL TEST		
Subtest 1 — Imperatives *Total the number of 1's and enter in column (1).*	905	
Subtest 2 — Repetition *Total the number of 1's; total the number of 2's; add these totals; and enter in column (1).*	906	
TOTAL MAEP ORAL TEST *Add figures FOR Subtest 1 and Subtest 2 and enter total in column (2).* →		907
2. MAEP WRITTEN TEST — Use SCORING KEYS to score test		
Subtest 1 — Multiple Choice *Total number of correct answers and enter in column (1).*	908	
Subtest 2 — Multiple Choice Cloze *Total number of correct answers and enter in column (1).*	909	
TOTAL MAEP WRITTEN TEST *Add figures for Subtest 1 and Subtest 2 and enter total in column (2).* →		910
TOTAL MAEP SCORE *Add the total Oral and total Written Test scores and enter total in column (2).* →		911

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U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

O.M.B. No. 1885-0501: Approval Expires September 30, 1982

P 7			
	1a. Test number 4	1b. Control number	1c. Person number
	2. Time		
	Started __ __ : __ __ a.m. p.m.	Stopped __ __ : __ __ a.m. p.m.	

ENGLISH LANGUAGE PROFICIENCY STUDY

To the Examinee:

- **You will read this part of the test.**
- **You can guess the answer to a question.**
- **You can also not do some questions.**

MAEP
WRITTEN TEST
ADULT

FORM ELPS-4
(3-16-82)

SUBTEST 1 — SPECIFIC INSTRUCTIONS

DIRECTIONS

You will read some sentences. The sentences have a word or phrase with a line under it. Choose the answer that means the same as the word or phrase with a line under it.

Draw a line under your answer choice.

READ THIS EXAMPLE

I need to see your children.

- a. stove and refrigerator
- b. ID and driver's license
- c. sons and daughters
- d. bills and payments

Which answer means the same as children?

The answer is c.

Sons and daughters means the same as **children.**

Draw a line under **sons and daughters.**

You will also read some problems with questions. Choose the best answer to the question.

Draw a line under your answer choice.

READ THIS EXAMPLE

This program helps children. It gives them help in reading and math.

What do the children study?

a. art and reading
b. reading and math
c. math and art
d. reading and writing

What do the children study?

The answer is **b.**

Reading and math is the best answer.

Draw a line under **reading and math.**

Work until you see a . Then, stop and close the test booklet.

Do you have any questions?

TURN THE PAGE AND BEGIN.

SUBTEST 1 — MULTIPLE CHOICE READING

DIRECTIONS

Choose the answer that means the same as the word or phrase with a line under it.

1. Persons may receive benefits if they are eligible.

001

- a. qualified
- b. complete
- c. single
- d. logical

2. We cannot see you today. When can you return?

002

- a. When was the last time you came?
- b. Who should you call when you come?
- c. On what date can you come again?
- d. Are those the papers you can return?

3. The patient has the right to ask for information about his sickness.

003

- a. benefits
- b. business
- c. expenses
- d. illness

CONTINUE WITH NEXT PAGE.

4. Enter your social security number here.

604

a. Find
b. Check
c. Show
d. Write

5. You may request a review of the decision made on the application or recertification for assistance and may request a fair hearing concerning any action affecting receipt or termination of assistance.

605

a. will get the service
b. must help the worker
c. must sign the application form
d. have a right to an appeal

6. This is to notify you that your application for assistance has been denied.

606

a. turned down
b. reviewed
c. accepted
d. mailed out

CONTINUE WITH NEXT PAGE.

DIRECTIONS

Choose the best answer to the question.

7. You should ask a friend or relative to help you fill out the forms if you cannot read or understand the application.

What should you do if you do not understand the questions on the application form?

607

a. Answer all the questions by writing "None."
b. Return the application unsigned.
c. Write to the notary public.
d. Ask a friend or relative to help you.

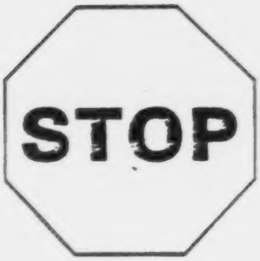
8. We cannot file your application or determine if you are eligible for assistance until we receive both of your completed, signed and dated forms.

Which of the following may be a reason for your application not being filed?

608

a. Application was not notarized.
b. Application had too many answers with "No" or "None."
c. Application was not signed.
d. Application was received too late.

CONTINUE WITH NEXT PAGE.



608 SCORE

610 TEST DISCONTINUED SCORE

SUBTEST 2 — SPECIFIC INSTRUCTIONS

DIRECTIONS

You will read some paragraphs. Some of the words are missing. Read all the paragraph first. Then, read the paragraph again. Choose the best word or phrase to complete the sentence.

Draw a line under your answer choice.

DO THIS EXAMPLE

Take this form to the main downtown office. The ________ is located on the

- a. it
- b. office
- c. address
- d. apply

second floor. It is ________ room 24.

- a. it
- b. and
- c. in
- d. on

CHECK YOUR ANSWERS

Take this form to the main downtown office. The ________ is located on the

- a. it
- b. office
- c. address
- d. apply

second floor. It is ________ room 24.

- a. it
- b. and
- c. in
- d. on

Work until you see a . Then, stop and close the test booklet.

Do you have any questions?

TURN THE PAGE AND BEGIN.

SUBTEST 2 — MULTIPLE CHOICE CLOZE

DIRECTIONS

Read all of the paragraph first. Draw a line under the best word or phrase to complete each sentence.

Soon, you'll receive a new medical services program identification card. It will replace all other medical ________. Before using the card you must sign ________ on the back.

1. 611
   a. bills
   b. cards
   c. types
   d. checks

2. 612
   a. the
   b. it
   c. on
   d. a

Don't allow your medical identification card to ______________ by any other person.

3. 613
   a. be used
   b. have destroy
   c. go lose
   d. get expired

If you do, you may be excluded from ______________. If you ________ your

4. 614
   a. this notice
   b. fraud
   c. attention
   d. this program

5. 615
   a. keep
   b. send
   c. lose
   d. chance

card, you should immediately get a new ________. Go to the medical services

6. 616
   a. address
   b. one
   c. yours
   d. chance

office ________ this card replaced.

7. 617
   a. nearly
   b. by it
   c. in time
   d. to get

CONTINUE WITH NEXT PAGE.

To report medical expenses, first indicate how often you pay these expenses.

Tell how long __________ will be paying them. Name the persons in your

8. 618
- a. doctors
- b. time
- c. they
- d. you

household __________ these expenses are paid. Penalties for fraud may

9. 619
- a. in that
- b. by which
- c. for whom
- d. how often

include a fine, imprisonment __________ for persons found guilty of obtaining

10. 620
- a. and then
- b. in that
- c. but also
- d. or both

benefits __________ they are not eligible.

11. 621
- a. for which
- b. to give
- c. when others
- d. very often

CONTINUE WITH NEXT PAGE.

DIRECTIONS

Read all of the paragraph first. Draw a line under the best word or phrase to complete each sentence.

Your application for services has been received and an initial screening scheduled. At

your request, a ____________ may be postponed for a short period ____________ .

12. 622
- a. screening
- b. people
- c. regulation
- d. resident

13. 623
- a. for action
- b. in which
- c. with time
- d. of time

The screening may be postponed until a ____________ date if a good reason is given.

14. 624
- a. prior
- b. later
- c. maybe
- d. having

If ____________ fail to appear at a scheduled screening, the ____________

15. 625
- a. applicant
- b. you
- c. reason
- d. disabled

16. 626
- a. decision
- b. people
- c. application
- d. vehicle

will be considered withdrawn. In such cases, you will ____________ to refile

17. 627
- a. notice why
- b. have requested
- c. find out
- d. be allowed

the application if within ten ____________ of the scheduled screening you provide

18. 628
- a. appeals
- b. people
- c. days
- d. reasons

good cause for your failure to appear.

STOP

629 SCORE

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AGE 5 TEST

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AGE **5**

EXAMINER'S TEST BOOKLET

The Language Measurement and Assessment Inventories for the Children's English and Services Study

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COMPREHENSION

This task measures the child's ability to understand simple stories.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

DISCONTINUE

If the child obtains no points on this section, go to the next section, Pictorial, and follow instructions there.

If the child obtains at least one point on this section, give the entire test.

Maximum score on this section: 4 Items: 1-4

DIRECTIONS FOR ADMINISTRATION.

(TEST STARTS HERE).

Say to the child Now I'm going to read a story. Then I will ask you some questions about the story. Listen carefully so you will remember the story. --- I can only read it once.

Read each story to the child, then ask the questions after each story.

Sally made a bowl for her mother. She used a ball of clay. First, she made it flat, then she turned the sides up and painted it. Then she gave it to her mother.

1. What is the first thing Sally did with the clay?
   - A. She made it flat.
   - B. She turned the sides up.
   - C. She gave it to her mother.

2. What is the last thing Sally did?
   - A. She turned the sides up.
   - B. She gave the bowl to her mother.
   - C. She made it flat.

Here is another story. Listen carefully so you will remember it.

Once there was a fish named Bubbles who was tired of swimming. He wanted to get out of the water and walk. One day he jumped out of the water. He put on some shoes and took a long walk. Bubbles soon felt that walking was too hard for a fish. He jumped back into the water.

3. In the story, what is the last thing Bubbles did?
   - A. He took a walk.
   - B. He jumped back into the water.
   - C. He put on shoes.

4. Why did Bubbles jump back into the water?
   - A. His shoes fell into the water.
   - B. He was tired of swimming.
   - C. He felt walking was too hard.

CORRECT USAGE (PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

DISCONTINUE

If the child obtained no points on Comprehension and obtains no points on this section, DISCONTINUE the test.

If the child has at least one point on either Comprehension or Correct Usage Pictorial, administer the entire test.

Maximum score on this section: 5 Items: 5-9

DIRECTIONS FOR ADMINISTRATION.

(TEST STARTS HERE.)

Show the child the pictures indicated and follow the instructions for each item. The sets of questions may be repeated once.

5. Show the child picture number 2 (one dress--four dresses). Say to the child Look at this picture. When I point here (point to one dress) I say, "Here is one dress." When I point here (point to the four dresses) should I say

A. Here are four dress? or

B. Here are four dresses?

6. Show the child picture number 3 (boy in a tree). Say to the child Look at this picture. This boy is up in the tree (point). Should I say

   A. He climbed the tree? or

   B. He climb the tree.

7. Show the child picture number 4 (one flower--two flowers). Say to the child Look at this picture. When I point here (point to one flower) I say, "Here is a flower". When I point here (point to two flowers) should I say

   A. Here be two flowers? or

   B. Here are two flowers?

8. Show the child picture number 5 (one horse--two horses). Say to the child Look at this picture. When I point here (point to one horse) I say, "Here is a horse." When I point here (point to two horses) should I say

   A. Here are two horses? or

   B. Here are two horse?

9. Show the child picture number 6 (one house--two houses). Say to to the child Look at this picture. When I point here (point to one house) I say, "Here is a house." When I point here (point to two houses) should I say

   A. Here are two houses? or

   B. Here are two house?

VERBAL FLUENCY

SIMILARITIES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check List of the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks per category as the child gives responses. If unsure of the appropriate category, check the "other" section.

SCORING: 1 point for each correct response. Total score for an item is the number of correct responses. Transfer the child's score on each item to the Similarities Section Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No maximum Items: 10-12

DIRECTIONS FOR ADMINISTRATION.

Say to the child I am going to show you some pictures of things. Then I want you to look at them and tell me in what ways they are alike, how they are the same.

(EXAMPLE)

Let me give you an example first. Show the child picture number 1 (boy and girl with ball, boy and girl with kite). Look at this picture and tell me some ways they are the same, how they are alike (pointing to each part of the picture).

If the child gives any kind of response indicating that they are children, or that they are playing or that they are outside, say That's right! They are children, and they are playing outside. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are not alike, tell the child They are children and they are playing outside.

Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the questions. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

10. Show the child picture number 7 (cat and dog).
    Say Look at this picture. Tell me some ways in which these two things are alike, how they are the same.
11. Show the child picture number 8 (shoe and boot).
    Say Look at this picture. Tell me some ways in which these two things are alike, how they are the same.

12. Show the child picture number 9 (baseball cap and cowboy hat.) Say Look at this picture. Tell me some ways in which these two things are alike, how they are the same.

CORRECT USAGE (NON-PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

Maximum score on this section: 7 Items: 13-19

DIRECTIONS FOR ADMINISTRATION.

Say to the child Now I want you to listen to some sentences. I will read two sentences, but only one of them is correct, or right. Listen carefully when I read them. Let me read both of them before you tell me which is correct.

Read the sentences at normal conversational speed. Pause a few moments after each sentence. You may read the sentences twice and only twice. The child is to respond after the first or during/after the second reading.

(EXAMPLE)

Let me give you an example first. Listen to these sentences.

A. She walking to school.

B. She is walking to school.

Which sentence is right? (Read them again.)

If the child gives the correct response, say That's right! The correct way is "She is walking to school." Then continue with the test, reading the sentences in the same manner.

(EXAMPLE continued)

If the child's answer is incorrect, say The right way is "She is walking to school." Can you say that? Encourage the child to say it. Then continue with the test, reading the sentences in the same manner.

(TEST STARTS HERE.)

Now listen to these.

13. A. They wants a pony.

B. They want a pony.

Which sentence is right?

14. A. Robbie rodes his bike every day.

B. Robbie rides his bike every day.

Which sentence is right?

15. A. I ain't got no pencil.

B. I don't have a pencil.

Which sentence is right?

16. A. Chris sat on the chair.

B. Chris is sat on the chair.

Which sentence is right?

17. A. Sue she fallen off her bike.

B. Sue fell off her bike.

Which sentence is right?

18. A. Mother needs a dollar.

B. Mother need a dollar.

Which sentence is right?

19. A. Billy drinked a glass of milk.

B. Billy drank a glass of milk.

Which sentence is right?

VERBAL FLUENCY

DIFFERENCES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check List on the Answer Sheet. For each item, select the checklist which corresponds to that item. Each check list contains response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Total score for an item is the number of correct responses.

Transfer the child's score on each item to the Differences Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No maximum. Items: 20-22

DIRECTIONS FOR ADMINISTRATION.

Say to the child Now, I'm going to show you some more pictures, but this time I want you to look at them and tell me how they are different, how they are not the same.

(EXAMPLE)

Let me give you an example first. Look at this picture again (show picture 1 -- boy and girl with ball, boy and girl with kite). Now, tell me some ways they are not the same, how they are different. (Point to each part of the picture.)

If the child gives any kind of response indicating that one pair has a ball and the other a kite, or that one of the girls has long hair, say That's right. See, these children have a ball and these have a kite. Then go to the first item.

If the child does not respond, go over the directions and the example again. If the child gives an incorrect answer, or says they are the same, tell the child Look. They are different. These children have a ball, but these children have a kite. Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

20. Show the child picture number 10 (airplane and ship)

    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

21. Show the child picture number 11 (wagon and kite)

    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

22. Show the child picture number 12 (shirt and hat)

    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

PS

O.M.B. No. 1886-0501: Approval Expires September 30, 19

FORM ELPS-40
[illegible]

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

ORAL TEST SCORING SHEET — AGE 5

THE LANGUAGE MEASUREMENT AND ASSESSMENT INVENTORIES

(LM AND AI)

ENGLISH LANGUAGE PROFICIENCY STUDY

1a. Serial number	1b. Control number	1c. Person numbe
40		

2. Time

Started ___ ___:___ ___ a.m. / p.m.

Stopped ___ ___:___ ___ a.m. / p.m.

1. 770 [✓ 1 ☐ A] 2 ☐ B 3 ☐ C
2. 771 1 ☐ A [✓ 2 ☐ B] 3 ☐ C
3. 772 1 ☐ A [✓ 2 ☐ B] 3 ☐ C
4. 773 1 ☐ A 2 ☐ B [✓ 3 ☐ C]

COMPREHENSION SCORE → 808 ______

5. 810 1 ☐ A [✓ 2 ☐ B]
6. 811 [✓ 1 ☐ A] 2 ☐ B
7. 812 1 ☐ A [✓ 2 ☐ B]
8. 813 [✓ 1 ☐ A] 2 ☐ B
9. 814 [✓ 1 ☐ A] 2 ☐ B

PICTORIAL SCORE → 830 ______

TEST DISCONTINUED SCORE → 831 ______

	SCORE
10. PICTURE #7: cat/dog	
LABEL: Animals, pets.	
PARTS: Tails, ears, eyes, paws, whiskers, legs, skin, fur, hair.	
FUNCTIONS: Run, walk, sleep, scratch, bite, eat, make noises.	
PHYSICAL CHARACTERISTICS: Texture, weight, density, size.	
COMPARISON: They are like members of the family. They like to play.	
OTHER:	
SIMILARITIES SUBTOTAL →	832

11. PICTURE #8: shoes/boots	
LABEL: Footwear, clothing.	
PARTS: Shoelaces, soles, heels, tips, etc.	
COMPOSITION: Made out of leather, vinyl, plastic, etc.	
FUNCTION: Protect your feet, for walking outside, etc.	
PHYSICAL CHARACTERISTICS: Weight, density, size, texture (big, small) (soft, smooth).	
COMPARISON: You can bend them like rubber. Children and adults wear them.	
OTHER:	
SIMILARITIES SUBTOTAL →	833

12. PICTURE #9: cap/hat	SCORE
LABEL: Clothing, apparel.	
PARTS: Brim band.	
COMPOSITION: Made out of cloth, leather.	
FUNCTIONS: Wear them, protect your head, use outdoors.	
PHYSICAL CHARACTERISTICS: Weight, density, size, texture (soft, big, small).	
COMPARISON: They are made of the same materials. You can put water in them (make believe).	
OTHER:	
SIMILARITIES SUBTOTAL ⟶	834

13.	835	1☐A	[✓ 2☐B]
14.	836	1☐A	[✓ 2☐B]
15.	837	1☐A	[✓ 2☐B]
16.	838	[✓ 1☐A]	2☐B
17.	839	1☐A	[✓ 2☐B]
18.	840	[✓ 1☐A]	2☐B
19.	841	1☐A	[✓ 2☐B]

NONPICTORIAL SCORE ⟶ 883 ______________

20. PICTURE #10: airplane/ship	SCORE
PARTS: Airplanes have wings, ships have bedrooms, beds, master helms, showers, dining rooms. Airplanes have wheels, cockpits.	
COMPOSITION: Some ships were made out of wood. Planes are made of a different material (metal).	
FUNCTION: Airplanes fly, ships can't (float). Airplanes can't float, will sink.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Ships are bigger, heavier.	
COMPARISON: Airplanes take you places faster. Airplanes are noisier.	
OTHER:	
DIFFERENCES SUBTOTAL ⟶	884

21. PICTURE #11: wagon/kite	
PARTS: Wagons have wheels and kites don't; they have string, tails.	
COMPOSITION: Wagons are made of wood and metal; kites of paper, plastic, and wood.	
FUNCTIONS: You ride wagons and fly kites.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Wagons are larger, weigh more.	
COMPARISON: They are made differently. You can carry things in a wagon but not in a kite. You can play with the wagon any time, but need a windy day to fly your kite.	
OTHER:	
DIFFERENCES SUBTOTAL ⟶	885

FORM ELPS-40 (2 25-83)

22. PICTURE #12; shirt/hat	SCORE
PARTS: Shirts have buttons, pockets, buttonholes, sleeves. Hats have brims, hat bands.	
FUNCTION: You wear hats on your head; shirts don't protect your head, they protect your body.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Shirts are softer and lighter.	
COMPARISON: Hats are smaller than shirts.	
OTHER:	
DIFFERENCES SUBTOTAL ⟶	886

AGE 6 TEST

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AGE **6**

EXAMINER'S TEST BOOKLET

The Language Measurement and Assessment Inventories for the Children's English and Services Study

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ORAL SECTION

WORD RECOGNITION

This section measures the child's ability to recognize, or read, printed English words.

RECORDING: The Answer Sheet lists each word. If the word is correctly read, circle the 1 next to the word; if the word is not correctly read, circle the zero.

SCORING: Score 1 if correct, 0 of incorrect.

IMPORTANT: Allowance is to be made for the child's pronunciation of English sounds. For instance, if the child pronounces "LOOK" to sound like "LUKE," credit is given, because the U sound in LUKE is a common way in which speakers of other languages pronounce the OO sound in LOOK. However, "LICK" or "LACK" would not receive credit.

DISCONTINUE

If the child misses the first five items in this section, discontinue Word Recognition and go to the next section, Comprehension. If the child gets any of the first five items correct, administer the entire Oral test.

Maximum score on this section: 15 Items: 1 - 15

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some words. I want you to read each word out loud. Some of the words may be new to you. Try to read every word, even if you don't know what it means—OK? Let's do the first word together.

153

(EXAMPLE)

Show the child the sample word from the word list. Say This word is "go." Now you say "go." Encourage the child to say "go."

(TEST STARTS HERE.)

Show the first word on the word list and say What is this word?

If the child reads the word correctly, say That's right the word is "sad."

Then continue with the test.

If the child does not respond correctly, say Listen to me say it. The word is "sad." Then continue with the test.

Do not correct the child's mistakes from this point.

Show each word for only two seconds. If the child has not begun to respond, say That's all right. Let's try the next one, and proceed.

(WORD LIST)

1. SAD
2. ALL
3. THINK
4. AGAIN
5. LEFT
6. SEEM
7. TAIL
8. PRIZE
9. POND
10. SHOUT
11. BROKEN
12. BALLOON
13. POCKET
14. BEAR
15. LEG

COMPREHENSION

This task measures the child's ability to understand simple stories.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

DISCONTINUE

If the child obtained no points on Word Recognition and obtains no points on Comprehension, discontinue the Oral Test. If the child obtains at least one point on either Word Recognition or Comprehension, give the entire Oral Test.

Maximum score on this section: 4 Items: 16 - 19

DIRECTIONS FOR ADMINISTRATION

(TEST STARTS HERE.)

Say to the child Now I'm going to read a story. Then I will ask you some questions about the story. Listen carefully so you will remember the story --- I can only read it once.

Read each story to the child, then ask the questions after each story.

One nice day a spider went on a picnic. He packed his lunch and went to the park. He sat beside a large rock and started to eat. Suddenly he heard a frightening sound. He quickly moved to a safer place. He decided it was not such a nice day for a picnic after all.

16. In this story, what did the spider do first?

    A. He climbed a tree.

    B. He went on a picnic.

    C. He ate his lunch.

17. What is the last thing the spider did?

    A. He moved to a safer place.

    B. He started to eat.

    C. He went on a picnic.

Here is another story. Listen carefully because I will ask you some questions about this story, too.

Once there was a fish named Bubbles who was tired of swimming. He wanted to get out of the water and walk. One day, he jumped out of the water. He put on some shoes and took a long walk. Bubbles soon felt that walking was too hard for a fish. He jumped back into the water.

18. What is the last thing that Bubbles did?

    A. He took a short walk.

    B. He jumped back into the water.

    C. He put on some shoes.

19. Why did Bubbles jump back into the water?

    A. His shoes fell into the water.

    B. He was tired of swimming.

    C. He felt walking was too hard.

CORRECT USAGE (PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

Maximum score on this section: 6 Items: 20 - 25

DIRECTIONS FOR ADMINISTRATION

Show the child the pictures indicated and follow the instructions for each item. The sets of questions may be repeated once.

(TEST STARTS HERE.)

20. Show the child picture #3 (boy in a tree). Say to the child Look at this picture. This boy is up in the tree (point). Should I say

    A. He climbed the tree? or

    B. He climb the tree? or

    C. He clumb the tree?

21. Show the child picture #2 (one dress—four dresses). Say to the child Look at this picture. When I point here (point to one dress) I say, "Here is one dress." When I point here (point to the four dresses) should I say

    A. Here are four dress? or

    B. Here are four dresses? or

    C. Here are four dressed.

22. Show the child picture #5 (one horse--two horses). Say to the child Look at this picture. When I point here (point to one horse) I say, "Here is a horse." When I point here (point to two horses) should I say

A. Here are two horse? or

B. Here are two horses? or

C. Here are two horsed?

23. Show the child picture #6 (one house--two houses) Say to the child Look at this picture. When I point here (point to one house) I say, "Here is a house." When I point here (point to two houses) should I say

A. Here are two housed? or

B. Here are two houses? or

C. Here are two house?

24. Show the child picture #13 (one child--two children). Say to the child Look at this picture. When I point here (point to one child) I say, "Here is one child." When I point here (point to two children) should I say

A. Here are two children? or

B. Here are two childs? or

C. Here are two childrens?

25. [illegible] the child picture #14 (one foot--two feet). Say to the child Look at this picture. When I point here (point to one foot) I say, "Here is a foot." When I point here (point to two feet) should I say

A. Here are two feet? or

B. Here are two feets? or

C. Here are two foots?

VERBAL FLUENCY

SIMILARITIES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains up to six response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks per category as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Total score for an item is the number of correct responses.

Transfer the child's score on each item to the similarities section Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No maximum Items: 26 - 28

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some pictures of things. Then I want you to look at them and tell me in what ways they are alike, how they are the same.

(EXAMPLE)

Let me give you an example first. Show the child picture #1 (boy and girl with ball, boy and girl with kite). Look at this picture and tell me some ways they are the same, how they are alike (pointing to each part of the picture).

If the child gives any kind of response indicating that they are children, or that they are playing or that they are outside, say That's right! They are children, and they are playing outside. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are not alike, tell the child They are children and they are playing outside.

Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the questions. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

26. Show the child picture #15 (cup and glass).

Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

27. Show the child picture #7 (cat and dog).

Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

28. Show the child picture #16 (fork and spoon).

Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

CORRECT USAGE (NON-PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

Maximum score on this section: 3 Items: 29 - 31

DIRECTIONS FOR ADMINISTRATION

Say to the child Now I want you to listen to some sentences. I will read three sentences, but only one of them is correct, or right. Listen carefully when I read them. Let me read all three before you tell me which is correct.

Read the sentences at normal conversation speed. Pause a few moments after each sentence. You may read the sentences twice and only twice. The child is to respond after the first or during/after the second reading.

(EXAMPLE)

Let me give you an example first. Listen to these sentences.

A. She walking to school.

B. She is walking to school.

C. She walk to school.

Which sentence is right?

If the child gives the correct response, say That's right! The correct way is "She is walking to school." Then continue with the test, reading the sentences in the same manner.

If the child's answer is incorrect, say The right way is "She is walking to school." Can you say that? Encourage the child to say it. Then continue with the test, reading the sentences in the same manner.

(TEST STARTS HERE)

Now listen to these.

29. A. Did you hear the door slamt?

B. Did you hear the door slam?

C. Did you hear the door slams?

Which sentence is correct?

30. A. Did you hear my puppy barks today?

B. Did you hear my puppy bark today?

C. Did you hear my puppy he bark today?

Which sentence is correct?

31. A. Tom finded my ball.

B. Tom found my ball.

C. Tom founded my ball.

Which sentence is correct?

VERBAL FLUENCY

DIFFERENCES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency check lists in the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Total score for an item is the number of correct responses.

Transfer the child's score on each item to the Differences Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No maximum   Items: 32 - 34

DIRECTIONS FOR ADMINISTRATION

Say to the child Now, I'm going to show you some more pictures, but this time I want you to look at them and tell me how they are different, how they are not the same.

(EXAMPLE)

Let me give you an example first. Look at this picture again (show picture #1--boy and girl with ball, boy and girl with kite.) Now, tell me some ways they are not the same, how they are different. (Point to each part of the picture.)

If the child gives any kind of response indicating that one pair has a ball and the other a kite, or that one of the girls has long hair, say That's right. See, these children have a ball and these have a kite. Then go on to the first item.

If the child does not respond, go over the directions and the example again. If the child gives an incorrect answer, or says they are the same, tell the child Look. They are different. These children have a ball, but these children have a kite. Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

32. Show the child picture #17 (bicycle and baby carriage).

Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

33. Show the child picture #11 (wagon and kite).

Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

34. Show the child picture #18 (pants and skirt).

Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

P2 O.M.B. No. 1885-0501: Approval Expires September 30, 19

FORM ELPS-41
12-29-80

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

ORAL TEST SCORING SHEET — AGE 6

THE LANGUAGE MEASUREMENT AND ASSESSMENT INVENTORIES

(LM AND AI)

ENGLISH LANGUAGE PROFICIENCY STUDY

1a. Test number	1b. Control number	1c. Person number
41		

2. Time

Started ___ ___ : ___ ___ a.m. p.m.

Stopped ___ ___ : ___ ___ a.m. p.m.

		RIGHT	WRONG
1. sad	701	1	0
2. ail	702	1	0
3. think	703	1	0
4. again	704	1	0
5. left	705	1	0
6. seem	706	1	0
7. tail	707	1	0
8. prize	708	1	0
9. pond	709	1	0
10. shout	710	1	0
11. broken	711	1	0
12. balloon	712	1	0
13. pocket	713	1	0
14. beer	714	1	0
15. leg	715	1	0

WORD RECOGNITION SCORE
(Enter number of "1's") ⟶ 799 ____________

16.	774	1☐ A	[✓ 2☐ B]	3☐ C
17.	775	[✓ 1☐ A]	2☐ B	3☐ C
18.	776	1☐ A	[✓ 2☐ B]	3☐ C
19.	777	1☐ A	2☐ B	[✓ 3☐ C]

COMPREHENSION SCORE ⟶ 808 ____________

TEST DISCONTINUED SCORE ⟶ 809 ____________

20.	815	[✓ 1☐ A]	2☐ B	3☐ C
21.	816	1☐ A	[✓ 2☐ B]	3☐ C
22.	817	1☐ A	[✓ 2☐ B]	3☐ C
23.	818	1☐ A	[✓ 2☐ B]	3☐ C
24.	819	[✓ 1☐ A]	2☐ B	3☐ C
25.	820	[✓ 1☐ A]	2☐ B	3☐ C

PICTORIAL SCORE ⟶ 830 ____________

26. PICTURE #15: cup/glass	SCORE
LABEL: Containers.	
PARTS: Both have rims and borders.	
COMPOSITION: Made out of plastic, glass, aluminum, paper (similar materials).	
FUNCTION: Used for drinking liquids (juice, water, milk, coke).	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density (small, smooth, light).	
COMPARISON: You can also eat desserts (ice cream) from them. Can be broken very easily.	
OTHER:	
SIMILARITIES SUBTOTAL ⟶	832 ______
27. PICTURE #7: cat/dog	
LABEL: Animals, pets.	
PARTS: Tails, ears, eyes, paws, whiskers, legs, skin, fur, hair.	
FUNCTIONS: Run, walk, sleep, scratch, bite, eat, make noises.	
PHYSICAL CHARACTERISTICS: Texture, weight, density, size.	
COMPARISON: They are like members of the family. They like to play.	
OTHER:	
SIMILARITIES SUBTOTAL ⟶	833 ______
28. PICTURE #16: fork/spoon	
LABEL: Silverware, cutlery, tableware.	
MAJOR PARTS: Have handles.	
COMPOSITION: Made out of metal (silver, pewter, iron, steel, aluminum), plastic or wood.	
FUNCTION: Used for eating, for meals, at dinner.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density (small, smooth, light).	
COMPARISON: You keep them together in the kitchen or dining room. You can hit them against glass and make noise.	
OTHER:	
SIMILARITIES SUBTOTAL ⟶	834 ______

29. 842 1☐ A 2☐ B 3☐ C

30. 843 1☐ A 2☐ B 3☐ C

31. 844 1☐ A 2☐ B 3☐ C

NONPICTORIAL SCORE ⟶ 883 ______

FORM ELPS-41 (2-25-82)

	SCORE
32. PICTURE #17: bicycle/carriage	
PARTS: Bicycle has two wheels, baby carriage has four. Bicycle has brakes and chain.	
COMPOSITION: Bicycle is made of metal; carriage of rubber, vinyl, and metal.	
FUNCTION: You can't sit a small baby on a bicycle.	
PHYSICAL CHARACTERISTICS: Bicycles are larger and heavier.	
COMPARISON: An adult can ride a bicycle, but not a baby carriage.	
OTHER:	
DIFFERENCES SUBTOTAL ——→	884 ______
33. PICTURE #11: wagon/kite	
PARTS: Wagons have wheels and kites don't, they have string, tails.	
COMPOSITION: Wagons are made of wood and metal; kites of paper, plastic and wood.	
FUNCTIONS: You ride wagons and fly kites.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Wagons are larger, weigh more.	
COMPARISON: They are made differently. You can carry things in a wagon but not in a kite. You can play with the wagon any time, but need a windy day to fly your kite.	
OTHER:	
DIFFERENCES SUBTOTAL ——→	885 ______
34. PICTURE #18: pants/skirt	
PARTS: Pants have legs, skirts don't.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density.	
COMPARISON: Women and girls wear skirts, boys don't.	
OTHER:	
DIFFERENCES SUBTOTAL ——→	886 ______

AGE 7 TESTS

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AGE **7**

EXAMINER'S TEST BOOKLET

The Language Measurement and Assessment Inventories for the Children's English and Services Study

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ORAL SECTION

WORD RECOGNITION

This section measures the child's ability to recognize, or read, printed English words.

RECORDING: The Answer Sheet lists each word. If the word is correctly read, circle the 1 next to the word; if the word is not correctly read, circle the zero.

SCORING: Score 1 if correct, 0 if incorrect.

IMPORTANT: Allowance is to be made for the child's pronunciation of English sounds. For instance, if the child pronounces "LOOK" to sound like "LUKE," credit is given, because the U sound in LUKE is a common way in which speakers of other languages pronounces the OO sound in LOOK. However, "LICK" or "LACK" would not receive credit.

DISCONTINUE

If the child misses the first five items on this section, discontinue Word Recognition and go to the next section, Comprehension.

If the child gets any of the first five items correct, administer the entire Oral test.

Maximum score on this section: 6 Items: 1-6

DIRECTIONS FOR ADMINISTRATION.

Say to the child I am going to show you some words. I want you to read each word out loud. Some of the words may be new to you. Try to read every word, even if you don't know what it means—OK? Let's do the first word together.

(EXAMPLE)

Show the child the sample word from the word list. Say This word is "go." Now you say "go." Encourage the child to say "go."

(TEST STARTS HERE.)

Show the first word on the word list and say What is this word?

If the child reads the word correctly, say That's right the word is "lemon."

Then continue with the test.

If the child does not respond correctly, say Listen to me say it. The word is "lemon." Then continue with the test.

Do not correct the child's mistakes from this point.

Show each word for only two seconds. If the child has not begun to respond, say That's all right. Let's try the next one, and proceed.

(WORD LIST)

1. LEMON
2. RIGHT
3. SIGN
4. JELLY
5. LETTER
6. PUSH

COMPREHENSION

This task measures the child's ability to understand simple stories.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

DISCONTINUE

If the child obtained no points on Word Recognition and obtains no points on Comprehension, discontinue the Oral Test.

If the child obtains at least one point on either Word Recognition or Comprehension, give the entire Oral Test.

Maximum score on this section: 2 **Items: 7 - 8**

DIRECTIONS FOR ADMINISTRATION

(TEST STARTS HERE.)

Say to the child Now I'm going to read a story. Then I will ask you some questions about the story. Listen carefully so you will remember the story. I can only read it once.

Read the story once and ask the questions after the story.

One nice day a spider went on a picnic. He packed his lunch and went to the park. He sat beside a large rock and started to eat. Suddenly he heard a frightening sound. He quickly moved to a safer place. He decided it was not such a nice day for a picnic after all.

7. In this story, what did the spider do first?

   A. He climbed a tree.

   B. He went on a picnic.

   C. He ate his lunch.

8. What is the last thing the spider did?

   A. He moved to a safer place.

   B. He started to eat.

   C. He went on a picnic.

CORRECT USAGE (PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

Maximum score on this section: 6 **Items: 9-14**

DIRECTIONS FOR ADMINISTRATION

Show the child the pictures indicated and follow the instructions for each item. The sets of questions may be repeated once.

(TEST STARTS HERE.)

9. Show the child picture number 4 (one flower—two flowers). Say to the child Look at this picture. When I point here (point to one flower) I say, "Here is a flower." When I point here (point to two flowers) should I say

   A. Here be two flowers? or

   B. Here was two flowers? or

   C. Here are two flowers?

10. Show the child picture number 2 (one dress—four dresses). Say to the child Look at this picture. When I point here (point to one dress) I say, "Here is one dress." When I point here (point to four dresses) should I say

    A. Here are four dress? or

    B. Here are four dressed? or

    C. Here are four dresses?

11. Show the child picture number 22 (one tooth--two teeth). Say to the child Look at this picture. When I point here (point to one tooth) I say "Here is one tooth." When I point here (point to two teeth) should I say

    A. Here are two tooths? or

    B. Here are two teeth? or

    C. Here are two toothed?

12. Show the child picture number 20 (one peach--3 peaches). Say to the child Look at this picture. When I point here (point to one peach) I say "Here is one peach." When I point here (point to three peaches) should I say

    A. Here are three peaches? or

    B. Here is three peaches? or

    C. Here was three peaches?

13. Show the child picture number 14 (one foot--two feet). Say to the child Look at this picture. When I point here (point to one foot) I say "Here is a foot." When I point here (point to two feet) should I say

    A. Here are two feet? or

    B. Here are two footed? or

    C. Here are two foots?

14. Show the child picture number 13 (one child--two children). Say to the child Look at this picture. When I point here (point to one child) I say "Here is one child." When I point here (point to two children) should I say

    A. Here are two childs? or

    B. Here are two childrens? or

    C. Here are two children?

VERBAL FLUENCY

SIMILARITIES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Checklist on the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks per category as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Total score for an item is the number of correct responses.

Transfer the child's score on each item to the Similarities section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No Maximum Items: 15-17

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some pictures of things. Then I want you to look at them and tell me in what ways they are alike, how they are the same.

(EXAMPLE)

Let me give you an example first. Show the child picture number 1 (boy and girl with ball, boy and girl with kite). Look at this picture and tell me some ways they are the same, how they are alike (pointing to each part of the picture).

If the child gives any kind of response indicating that they are children, or that they are playing or that they are outside, say That's right! They are children, and they are playing outside. Then go to the first item.

If the child does not respond, go over the directions and the example again. If the child gives an incorrect answer, or says they are not alike, tell the child They are children and they are playing outside.
Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds. (TEST STARTS HERE.)

15. Show the child picture number 21 (apple and banana).
Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

16. Show the child picture number 9 (baseball cap and cowboy hat). Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

Show the child picture number [illegible] (cup and glass).
Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

CORRECT USAGE (NON-PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

Maximum score on this section: 8 Items: 18-25

DIRECTIONS FOR ADMINISTRATION

Say to the child Now I want you to listen to some sentences. I will read three sentences, but only one of them is correct, or right. Listen carefully when I read them. Let me read all three before you tell me which is correct.

Read the sentences at normal conversational speed. Pause a few moments after each sentence. You may read the sentences twice and only twice. The child is to respond after the first or during/after the second reading.

(EXAMPLE)

Let me give you an example first. Listen to these sentences.

- A. She walking to school.
- B. She is walking to school.
- C. She walk to school.

Which sentence is right?

If the child gives the correct response, say That's right! The correct way is "She is walking to school." Then continue with the test, reading the sentences in the same manner.

If the child's answer is incorrect, say The right way is "She is walking to school." Can you say that? Encourage the child to say it. Then continue with the test, reading the sentences in the same manner.

(TEST STARTS HERE.)

Now listen to these.

18. A. The girl has a dog.
    B. The girl haves a dog.
    C. The girl she has a dog.
    Which sentence is correct?

19. A. The dog be behind the car.
    B. The dog is behind the car.
    C. The dog he is back of the car.
    Which sentence is correct?

20. A. My dog chased a squirrel.
    B. My dog chasing a squirrel.
    C. My dog chase a squirrel.
    Which sentence is correct?

21. A. Today is hatter than yesterday.
    B. Today is hotter than yesterday.
    C. Today is hottest than yesterday.
    Which sentence is correct?

22. A. The boy wants to play.
    B. The boy they want to play.
    C. The boy want to play.
    Which sentence is correct?

23. A. This apple is sweeter than that apple.

B. This apple is sweet than that apple.

C. This apple is sweetest than that apple.

Which sentence is correct?

24. A. The cat ran up the tree.

B. The cat run up the tree.

C. The cat running up the tree.

Which sentence is correct?

25. A. A snack before dinner spoilts your appetite.

B. A snack before dinner spoils your appetite.

C. A snack before dinner spoiling your appetite.

Which sentence is correct?

VERBAL FLUENCY

DIFFERENCES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response. Total score for an item is the number of correct responses. Transfer the child's score on each item to the Differences Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No Maximum   Items: 26-28

DIRECTIONS FOR ADMINISTRATION

Say to the child Now, I'm going to show you some pictures, but this time I want you to look at them and tell me how they are different, how they are not the same.

(EXAMPLE)

Let me give you an example first. Look at this picture again (show picture 1 —boy and girl with ball, boy and girl with kite). Now, tell me some ways they are not the same, how they are different. (Point to each part of the picture.) If the child gives any kind of response indicating that one pair has a ball and the other a kite, or that one of the girls has long hair, say That's right. See, these children have a ball and these have a kite. Then go to the first item. If the child does not respond, go over the directions and the example again. If the child gives an incorrect answer, or says they are the same, tell the child Look. They are different. These children have a ball, but these children have a kite. Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

26. Show the child picture number 23 (bicycle and tricycle). Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

27. Show the child picture number 10 (airplane and ship). Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

[illegible] number 18 (pants and skirts). Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

AFTER COMPLETING THE ORAL TEST, THE EXAMINER SHOULD:

— Thank or praise the child for cooperation and effort thus far

— Ask if the child wants a break

— Introduce the written test by saying:

> So far, I've read all the questions to you. Now, I'm going to give you some stories and other things for you to read. (Hand child written booklet)
>
> Instead of telling me the answers, you'll make your answers in this booklet. (Hand child a pencil)

— Begin the Written test

WRITTEN SECTION

COMPREHENSION

This section measures the child's ability to read and understand the main ideas of stories.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-1 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtains no points on this section, administer the next section, Cloze, and follow discontinuation instructions there.

If the child obtains at least one point on this section, give the entire Written Test.

Maximum score on this section: 2 Items: 30-31

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the stories, questions, and alternatives, as appropriate.

INSTRUCTIONS: Read the stories, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

If the child doesn't seem to understand, or does not respond after 60 seconds, re-read the instructions.

If the child asks what words mean or similar questions, say See if you can figure it out.

CLOZE

This section measures the child's ability to interpret or infer meaning from sentence structure.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-1 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtained no points on Comprehension and obtains no points on this section, discontinue the Written Test.

If the child obtains at least one point on either Comprehension of Cloze, give the entire Written Test.

Maximum score on this section: 3 Items: 32-34

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

For instance, look at this sentence. (Point to the Example in the test booklet.)

In the summer, it is ________.

What word goes best in the blank? Wait for the child's response.

Whatever the child says, say "Hot" is the right word to go in the blank. In the summer, it is hot. You should draw a circle around the A in front of "hot." Encourage the child to do so.

Now do these. (Point to the items.)

SYNONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet.

The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-1 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 3 Items: 35-37

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

For instance (point to the Example in the Test booklet), SMALL is the underlined word. Which of these words (point) means the same as "SMALL?" Whatever the child says, say "Little" means the same as "SMALL," so draw a circle around the B in front of "little." Encourage the child to do so.

Now, you do the rest. (Point to the items.)

If the child asks what the words mean, say You try to figure that out.

IDIOMATIC EXPRESSION

This section measures the child's understanding of idioms used in the English language.

RECORDING: The child will circle his alternative in the test booklet.

The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-1 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 2 Items: 38-39

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the underlined words and the alternatives.

INSTRUCTIONS: Read the questions below and find the best answers to them. Draw a circle around the letter in front of the best answer.

ANTONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-1 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Total score on this section is obtained by counting the number of underlined alternatives circled. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: 3 Items: 40-42

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

For instance (point to the Example in the test booklet), DOWN is the underlined word. Which of these words (point) means the opposite of "DOWN?" Whatever the child says, say "UP" means the opposite of "DOWN," so draw a circle around the C in front of "UP." Encourage the child to do so

Now you do the rest. (Point to the items.)

If the child asks what a word means, say You try to figure that out.

PS

O.M.B. No. 1886-0501: Approval Expires September 30, 198

FORM ELPS-42
(2-28-82)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

ORAL TEST SCORING SHEET — AGE 7

THE LANGUAGE MEASUREMENT AND ASSESSMENT INVENTORIES

(LM AND A I)

ENGLISH LANGUAGE PROFICIENCY STUDY

1a. Test number 42	1b. Control number	1c. Person number
2. Time		
Started ___ ___:___ ___ a.m. p.m.	Stopped ___ ___:___ ___ a.m. p.m.	

		RIGHT	WRONG	
1. lemon	716	1	0	
2. right	717	1	0	
3. sign	718	1	0	
4. jelly	719	1	0	
5. letter	720	1	0	
6. push	721	1	0	
WORD RECOGNITION SCORE (Enter number of "1's") →	799	______		
7.	778	1 ☐ A	[✓ 2 ☐ B]	3 ☐ C
8.	779	[✓ 1 ☐ A]	2 ☐ B	3 ☐ C
COMPREHENSION SCORE →	808	______		
TEST DISCONTINUED SCORE →	809	______		
9.	821	1 ☐ A	2 ☐ B	[✓ 3 ☐ C]
10.	822	1 ☐ A	2 ☐ B	[✓ 3 ☐ C]
11.	823	1 ☐ A	[✓ 2 ☐ B]	3 ☐ C
12.	824	[✓ 1 ☐ A]	2 ☐ B	3 ☐ C
13.	825	[✓ 1 ☐ A]	2 ☐ B	3 ☐ C
14.	826	1 ☐ A	2 ☐ B	[✓ 3 ☐ C]
PICTORIAL SCORE →	830	______		

15. PICTURE #21: apple/banana	SCORE
LABEL: Fruits, food.	
PARTS: Stems, seeds, skin, peel.	
COMPOSITION: Protein, vitamins, carbohydrates, calcium, sugar.	
FUNCTIONS: Eat them, wash them, peel them, cut them.	
PHYSICAL CHARACTERISTICS: Texture, weight, density, size (soft, mushy, sweet).	
COMPARISON: They are as healthy or as good as vitamins; both grow on trees.	
OTHER:	
SIMILARITIES SUBTOTAL →	832 ______

	SCORE
16. PICTURE #9: cap/hat	
LABEL: Clothing, apparel.	
PARTS: Brim band.	
COMPOSITION: Made out of cloth, leather.	
FUNCTIONS: Wear them, protect your head, use outdoors.	
PHYSICAL CHARACTERISTICS: Weight, density, size, texture (soft, big, small).	
COMPARISON: They are made of the same materials. You can put water in them (make believe).	
OTHER:	
SIMILARITIES SUBTOTAL ⟶	833 ______
17. PICTURE #15: cup/glass	
LABEL: Containers.	
PARTS: Both have rims and borders.	
COMPOSITION: Made out of plastic, glass, aluminum, paper (similar materials).	
FUNCTIONS: Used for drinking liquids (juice, water, milk, coke).	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density (small, smooth, light).	
COMPARISON: You can also eat desserts (ice cream) from them. Can be broken very easily.	
OTHER:	
SIMILARITIES SUBTOTAL ⟶	834 ______

18. 845 [✓ 1 ☐ A] 2 ☐ B 3 ☐ C
19. 846 1 ☐ A [✓ 2 ☐ B] 3 ☐ C
20. 847 [✓ 1 ☐ A] 2 ☐ B 3 ☐ C
21. 848 1 ☐ A [✓ 2 ☐ B] 3 ☐ C
22. 849 [✓ 1 ☐ A] 2 ☐ B 3 ☐ C
23. 850 [✓ 1 ☐ A] 2 ☐ B 3 ☐ C
24. 851 [✓ 1 ☐ A] 2 ☐ B 3 ☐ C
25. 852 1 ☐ A [✓ 2 ☐ B] 3 ☐ C

NONPICTORIAL SCORE ⟶ 853 ______

26. PICTURE #23: bicycles/tricycles	**SCORE**
PARTS: Bicycles have 2 wheels, tricycles have 3 wheels and don't have brakes.	
COMPOSITION: Need more materials to make bike.	
FUNCTIONS: Bicycles are for longer distance.	
PHYSICAL CHARACTERISTICS: Bikes are bigger, weigh more. Size, texture, weight, density.	
COMPARISON: You can carry books or another person on a bicycle. Older children have bicycles, younger children have tricycles.	
OTHER:	
DIFFERENCES SUBTOTAL ⟶	884 __________
27. PICTURE #10: airplane/ship	
PARTS: Airplanes have wings; ships have bedrooms, beds, master helms, showers, dining rooms. Airplanes have wheels, cockpits.	
COMPOSITION: Some ships were made out of wood. Planes are made of a different material (metal).	
FUNCTIONS: Airplanes fly, ships can't (float). Airplanes can't float, will sink.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Ships are bigger, heavier.	
COMPARISON: Airplanes take you places faster. Airplanes are noisier.	
OTHER:	
DIFFERENCES SUBTOTAL ⟶	885 __________
28. PICTURE #18: pants/skirt	
PARTS: Pants have legs, skirts don't.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density.	
COMPARISON: Women and girls wear skirts, boys don't.	
OTHER:	
DIFFERENCES SUBTOTAL ⟶	886 __________

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

O.M.B. No. 1885-0601: Approval Expires September 30, 1982

P6	1a. Test number 7	1b. Control number	1c. Person number
	2. Time		
	Started ___ ___:___ ___ a.m. p.m.	Stopped ___ ___:___ ___ a.m. p.m.	

ENGLISH LANGUAGE PROFICIENCY STUDY

LM AND AI WRITTEN TEST CHILDREN AGE 7

FORM ELPS-7
(2-18-82)

COMPREHENSION

Read the stories, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

I live in a house and my friend, Ted, lives in a cabin. Ned lives in an apartment, but Jane lives in a mobile home. Finally, Nell lives in a river boat. As you can see, we live in many kinds of homes.

30. What is the story mainly about?

301 A. This story is mainly about places.
B. This story is mainly about homes.
C. This story is mainly about lives.
D. This story is mainly about people.

The King family woke up one beautiful morning feeling happy and excited. Their wish had come true. They were going to visit Disneyland.

31. Why did the King family feel happy after they woke up in the morning?

302 A. Because they were going to stay at home.
B. Because they were going to Disneyland.
C. Because they were going to school.
D. Because they were going swimming.

STOP

326 SCORE

CLOZE

Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

In the summer, it is _______.

A. hot B. cold C. far

"Hot" is the right word to go in the blank. In the summer, it is hot.

You should draw a circle around the A in front of "hot."

32. Fish have fins and birds have ___________.

327 A. fur B. fingers C. wings

33. Ships sail and airplanes ___________.

328 A. run B. crawl C. fly

34. The moon glows and the sun ___________.

329 A. blows B. shines C. rains

363 SCORE

STOP

364 TEST DISCONTINUED SCORE

SYNONYMS

Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

SMALL

A. big B. little C. fast

"Little" means the same as "Small," so draw a circle around the B in front of "little."

35. SOAK

365 A. dry B. sandy C. wet

36. QUIET

366 A. noisy B. talkative C. silent

37. HAPPY

367 A. glad B. sorry C. sad

380

SCORE

IDIOMATIC EXPRESSION

Read the questions below and find the best answers to them. Draw a circle around the letter in front of the best answer.

38. Don't bug me.

In this sentence, what does bug mean?

426 A. Don't play with me.

B. Don't bother me.

C. Don't bite me.

39. My father said, "Your room is a mess!"

In this sentence, he could be saying

426 A. "Your room is pretty."

B. "Your room is neat."

C. "Your room is dirty."

STOP

442

SCORE

ANTONYMS

Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

DOWN

A. big B. under C. up

"Up" means the opposite of "down," so draw a circle around the C in front of "up."

40. INSIDE

443 A. across B. like C. outside

41. HARD

444 A. cold B. soft C. warm

42. SAD

445 A. hot B. glad C. pretty

STOP

474 SCORE

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AGE 8 TESTS

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AGE 8

EXAMINER'S TEST BOOKLET

The Language Measurement and Assessment Inventories for the Children's English and Services Study

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ORAL SECTION

WORD RECOGNITION

This section measures the child's ability to recognize, or read, printed English words.

RECORDING: The Answer Sheet lists each word. If the word is correctly read, circle the 1 next to the word; if the word is not correctly read, circle the zero.

SCORING: Score 1 if correct, 0 if incorrect.

IMPORTANT: Allowance is to be made for the child's pronunciation of English sounds. For instance, if the child pronounces "LOOK" to sound like "LUKE," credit is given, because the U sound in LUKE is a common way in which speakers of other languages pronounce the OO sound in LOOK. However, "LICK" or "LACK" would not receive credit.

DISCONTINUE

If the child misses the first five items on this section, discontinue Word Recognition and go to the next section, Comprehension. If the child gets any of the first five items correct, administer the entire Oral Test.

Maximum score on this section: 6 Items: 1 - 6

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some words. I want you to read each word out loud. Some of the words may be new to you. Try to read every word, even if you don't know what it means--OK? Let's do the first word together.

(EXAMPLE)

Show the child the sample word from the word list. Say This word is "go." Now you say "go." Encourage the child to say "go."

(TEST STARTS HERE.)

Show the first word on the word list and say What is this word?

If the child reads the word correctly, say That's right the word is "bread." Then continue with the test.

If the child does not respond correctly, say Listen to me say it. The word is "bread." Then continue with the test.

Do not correct the child's mistakes from this point.

Show each word for only two seconds. If the child has not begun to respond, say That's all right. Let's try the next one, and proceed.

(WORD LIST)

1. BREAD
2. POINT
3. ABOVE
4. DRIVE
5. MIDDLE
6. CAUGHT

COMPREHENSION

This task measures the child's ability to understand simple stories.

RECORDING: The Answer Sheet lists the key word for the correct answer for each question. Circle the 1 next to the word if the response given by the child is correct; if the response given by the child is not correct, circle the 0.

SCORING: 1 point for a correct choice, 0 for an incorrect choice.

DISCONTINUE

If the child obtained no points on Word Recognition and obtains no points on Comprehension, discontinue the Oral Test. If the child obtains at least one point on either Word Recognition or comprehension, give the entire Oral Test.

Maximum score on this section: 2 Items: 7 - 8

DIRECTIONS FOR ADMINISTRATION

(TEST STARTS HERE.)

Say to the child I am going to read you some stories. After I have finished, I will ask you some questions about each story. I will read each story only once, so listen carefully.

Read each story to the child, then ask the questions after each story.

John is in the sixth grade. He studies very hard. He wants to become a pilot.

7. What does John want to be? (Correct: A pilot.)

Arthur practices the clarinet every day. He wants to become a good musician. When he grows up he wants to play in the symphony orchestra.

8. What does Arthur want to be? (Correct: (Good) musician;
in an orchestra.)

CORRECT USAGE (PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

Maximum score on this section: 3 Items 9 - 11

DIRECTIONS FOR ADMINISTRATION

Show the child the pictures indicated and follow the instructions for each item. The sets of questions may be repeated once.

(TEST STARTS HERE.)

9. Show the child picture #22 (one tooth--two teeth). Say to the child Look at this picture. When I point here (point to one tooth) I say "Here is one tooth." When I point here (point to two teeth) should I say

   A. Here are two tooths? or

   B. Here are two teeth? or

   C. Here are two toothed?

10. Show the child picture #14 (one foot--two feet). Say to the child Look at this picture. When I point here (point to one foot) I say "Here is a foot." When I point here (point to two feet) should I say

   A. Here are two feet? or

   B. Here are two foot? or

   C. Here are two foots?

11. Show the child picture #13 (one child—two children). Say to the child Look at this picture. When I point here (point to one child) I say "Here is one child." When I point here (point to two children) should I say

A. Here are two childs? or

B. Here are two children? or

C. Here are two childrens?

VERBAL FLUENCY

SIMILARITIES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains up to six response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks per category as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Total score for an item is the number of correct responses.

Transfer the child's score on each item to the Similarities Section Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No maximum   Items: 12 - 13

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some pictures of things. Then I want you to look at them and tell me in what ways they are alike, how they are the same.

(EXAMPLE)

Let me give you an example first. Show the child picture #1 (boy and girl with ball, boy and girl with kite). Look at this picture and tell me some ways they are the same, how they are alike (pointing to each part of the picture).

If the child gives any kind of response indicating that they are children, or that they are playing or that they are outside, say That's right! They are children, and they are playing outside. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are not alike, tell the child They are children and they are playing outside.

Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

12. Show the child picture #19 (light bulb and candle). Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

13. Show the child picture #17 (cup and glass). Say Look at this picture. Tell me some ways these things are alike, how they are the same.

CORRECT USAGE (NON-PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

Maximum score on this section: 6 Items: 14 - 19

DIRECTIONS FOR ADMINISTRATION

Say to the child Now I want you to listen to some sentences. I will read three sentences, but only one of them is correct, or right. Listen carefully when I read them. Let me read all three before you tell me which is correct.

Read the sentences at normal conversational speed. Pause a few moments after each sentence. You may read the sentences twice and only twice. The child is to respond after the first or during/after the second reading.

(EXAMPLE)

Let me give you an example first. Listen to these sentences.

A. She walking to school.

B. She is walking to school.

C. She walk to school.

Which sentence is right?

If the child gives the correct response, say That's right! The correct way is "She is walking to school." Then continue with the test, reading the sentences in the same manner.

If the child's answer is incorrect, say The right way is "She is walking to school." Can you say that? Encourage the child to say it. Then continue with the test, reading the sentences in the same manner.

14. A. Robbie was tires after the baseball game.

B. Robbie was tired after the baseball game.

C. Robbie was tirings after the baseball game.

Which sentence is right?

15. A. Sally can skate faster than Judy.

B. Sally can skating faster than Judy.

C. Sally can skates faster than Judy.

Which sentence is right?

16. A. Daddy likes to play football.

B. Daddy liken to play football.

C. Daddy liking to play football.

Which sentence is right?

17. A. The school nurse gave a talked on germs to the class.

B. The school nurse gave a talks on germs to the class.

C. The school nurse gave a talk on germs to the class.

When sentence is right?

18. A. My dog chase a squirrel up the tree.

B. My dog chased a squirrel up the tree.

C. My dog chasing a squirrel up the tree.

Which sentence is right?

19. A. Art catched a big fish.

B. Art caught a big fish.

C. Art is catch a big fish.

Which sentence is right?

VERBAL FLUENCY

DIFFERENCES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Total score for an item is the number of correct responses.

Transfer the child's score on each item to the Differences Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No maximum   Items: 20 - 21

DIRECTIONS FOR ADMINISTRATION

Say to the child Now, I'm going to show you some more pictures, but this time I want you to look at them and tell me how they are different, how they are not the same.

(EXAMPLE)

Let me give you an example first. Look at this picture again (show picture #1--boy and girl with ball, boy and girl with kite). Now, tell me some ways they are not the same, how they are different. (Point to each part of the picture.)

If the child gives any kind of response indicating that one pair has a ball and the other a kite, or that one of the girls has long hair, say That's right. See, these children have a ball and these have a kite. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are the same, tell the child Look. They are different. These children have a ball, but these children have a kite. Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

20. Show the child picture #24 (car and truck).
    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

21. Show the child picture #10 (airplane and ship).
    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

AFTER COMPLETING THE ORAL TEST, THE EXAMINER SHOULD:

- Thank or praise the child for cooperation and effort thus far
- Ask if the child wants a break
- Introduce the written test by saying:

  So far, I've read all the questions to you. Now, I'm going to give you some stories and other things for you to read. (Hand child written booklet)

  Instead of telling me the answers, you'll make your answers in this booklet. (Hand child a pencil)

- Begin the Written test

WRITTEN SECTION

COMPREHENSION

This section measures the child's ability to read and understand the main ideas of stories.

RECORDING: The child will circle his alternative in the test booklet.

The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-1 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtains no points on this section, administer the next section, Cloze, and follow discontinuation instructions there.

If the child obtains at least one point on this section, give the entire Written Test.

Maximum score on this section: 2 Items: 23 - 24

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the stories, questions, and alternatives, as appropriate.

INSTRUCTIONS: Read the story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

If the child doesn't seem to understand, or does not respond after 60 seconds, re-read the instructions.

If the child asks what words mean or similar questions, say See if you can figure it out.

CLOZE

This section measures the child's ability to interpret or infer meaning from sentence structure.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-1 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtained no points on Comprehension and obtains no points on this section, discontinue the Written Test. If the child obtains at least one point on either Comprehension or Cloze, give the entire Written Test.

Maximum score on this section: 3 Items: 25 - 27

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

EXAMPLE:

For instance, look at this sentence. (Point to the Example in the test booklet.)

In the summer, it is __________.

What word goes best in the blank? Wait for the child's response. Whatever the child says, say "Hot" is the right word to go in the blank. In the summer, it is hot. You should draw a circle around A in front of "hot." Encourage the child to do so.

Now do these. (Point to the items.)

SYNONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The Child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-1 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 3 Items: 28-30

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

For instance (point to the Example in the test booklet), SMALL is the underlined word. Which of these words (point) means the same as "small?" Whatever the child says, say "Little" means the same as "small," so draw a circle around the B in front of "little." Encourage the child to do so.

Now, you do the rest. (Point to the items.)

If the child asks what the words mean, say You try to figure that out.

IDIOMATIC EXPRESSION

This section measures the child's understanding of idioms used in the English language.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-1 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 2 Items: 31 - 32

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the underlined words and the alternatives.

INSTRUCTIONS: Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

EXAMPLE:

For instance, read this sentence. (Point to the Example in the booklet.)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean? Does it mean "returned," or does it mean "decided," or does it mean "remembered"?

Wait for the child to respond. Whatever the child says, say The correct answer is "decided." Draw a circle around the B in front of "decided." Encourage the child to do so.

Now do these. (Point to the items.)

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-1 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Total score on this section is obtained by counting the number of underlined alternatives circled. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: 3 Items: 33 - 35

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

EXAMPLE:

For instance (point to the Example in the test booklet), DOWN is the underlined word. Which of these words (point) means the opposite of "down?" Whatever the child says, say "Up" means the opposite of "down," so draw a circle around the C in front of "up." Encourage the child to do so.

Now you do the rest. (Point to the items.)

If the child asks what a word means, say You try to figure that out.

CAPITALIZATION

This section measures the child's knowledge of the rules of capitalization.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-1 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 2 Items: 36 - 37

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the test booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: Now you will read some sentences with blanks in them, or words left out. After each sentence are words that go in the blanks. You should decide whether the words should start with a capital letter or with a little letter. Find the word that is correct, and circle the letter in front of it.

EXAMPLE:

For instance, look at this sentence. (Point to the Example in the test booklet.)

The boy's name is _______________.

Is it "Joe" with a capital J, or joe with a little j? (Point.)

Whatever the child says, say It's Joe with a capital J. Draw a circle around the A in front of it. Encourage the child to do so.

Now do these. (Point to the items.)

P8

O.M.B. No. 1885-0501 Approval Expires September 30, 198

FORM ELPS-43
(3-25-82)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

ORAL TEST SCORING SHEET – PAGE 8
THE LANGUAGE MEASUREMENT AND ASSESSMENT INVENTORIES
(LM AND A I)
ENGLISH LANGUAGE PROFICIENCY STUDY

1a. Test number	1b. Control number	1c. Person number
43		

2. Time

Started ___ ___ : ___ ___ a.m. / p.m.   Stopped ___ ___ : ___ ___ a.m. / p.m.

		RIGHT	WRONG
1. bread	722	1	0
2. point	723	1	0
3. above	724	1	0
4. drive	725	1	0
5. middle	726	1	0
6. caught	727	1	0

WORD RECOGNITION SCORE
(Enter number of "1's") ⟶ 788 ________

		RIGHT	WRONG
7. pilot	780	1	0
8. musician, orchestra	781	1	0

COMPREHENSION SCORE
(Enter number of "1's") ⟶ 808 ________

TEST DISCONTINUED SCORE ⟶ 809 ________

9.	827	1 ☐ A	[✓ 2 ☐ B]	3 ☐ C
10.	828	[✓ 1 ☐ A]	2 ☐ B	3 ☐ C
11.	829	1 ☐ A	[✓ 2 ☐ B]	3 ☐ C

PICTORIAL SCORE ⟶ 830 ________

12. **PICTURE #19: bulb/candle**	SCORE
LABEL: **Illumination, lighting**	
MAJOR PARTS: Filament and wick, both have a base	
FUNCTION: Give light	
PHYSICAL CHARACTERISTICS: Size, density, weight, texture, brightness	
COMPARISON: Use both in the dark or at night. Both can burn you. Both are bright	
OTHER	
SIMILARITIES SUBTOTAL ⟶	832

13. PICTURE #18: cup/glass SCORE

LABEL: Containers.

PARTS: Both have rims and borders.

COMPOSITION: Made out of plastic, glass, aluminum, paper (similar materials)

FUNCTIONS: Used for drinking liquids (juice, water, milk, coke)

PHYSICAL CHARACTERISTICS: Size, texture, weight, density (small, smooth, light)

COMPARISON: You can also eat desserts (ice cream) from them. Can be broken very easily

OTHER:

SIMILARITIES SUBTOTAL ⟶ 882 ______

14. 863 1 ☐ A [✓ 2 ☐ B] 3 ☐ C
15. 864 [✓ 1 ☐ A] 2 ☐ B 3 ☐ C
16. 865 [✓ 1 ☐ A] 2 ☐ B 3 ☐ C
17. 866 1 ☐ A 2 ☐ B [✓ 3 ☐ C]
18. 867 1 ☐ A [✓ 2 ☐ B] 3 ☐ C
19. 868 1 ☐ A [✓ 2 ☐ B] 3 ☐ C

NONPICTORIAL SCORE ⟶ 883 ______

20. PICTURE #24: car/truck SCORE

PARTS: Car is enclosed, truck has open space. Truck does not have a back seat or trunk.

COMPOSITION: Trucks may have more wheels than a car: more metal is used.

FUNCTION: You use trucks to carry heavy loads: cars to carry people.

PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Trucks are bigger and heavier: cars smaller.

COMPARISON: Trucks cost more. They are built differently. Trucks take more time to be assembled

OTHER:

DIFFERENCES SUBTOTAL ⟶ 884 ______

21. PICTURE #10: airplane/ship

PARTS: Airplanes have wings; ships have bedrooms, beds, master helms, showers, dining rooms. Airplanes have wheels, cockpits

COMPOSITION: Some ships were made out of wood. Planes are made of a different material (metal)

FUNCTION: Airplanes fly, ships can't (float). Airplanes can't float, will sink

PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Ships are bigger, heavier.

COMPARISON: Airplanes take you places faster. Airplanes are noisier

OTHER:

DIFFERENCES SUBTOTAL ⟶ 885 ______

FORM [illegible]

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

O.M.B. No. 1885-0501: Approval Expires September 30, 1982

P8	1a. Test number 8	1b. Control number	1c. Person number
	2. Time		
	Started __ __ : __ __ a.m. p.m.	Stopped __ __ : __ __ a.m. p.m.	

ENGLISH LANGUAGE PROFICIENCY STUDY

LM AND AI WRITTEN TEST CHILDREN AGE 8

FORM ELPS-8
(2-18-82)

COMPREHENSION

Read the story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

The King family woke up one bright beautiful morning feeling happy and excited. Their dream had at last come true. They were going to visit Disneyland.

On arriving at fun land, the children were faced with so many choices. They had to decide which rides to take and what things to see. First of all, they decided that they had to see the Haunted House. Not knowing what to expect, they felt a little scared. As they approached the "House," their hearts began to beat faster and faster. It was scary, but fun.

Later they visited the Pirate House, rode the submarine, and climbed the Matterhorn. They had such a wonderful time.

As the day came to an end, everyone realized that it would soon be time to return home. They left, tired but happy, wishing that every boy and girl could have a chance to visit Disneyland.

23. What did the children visit first in Disneyland?

303 A. The Matterhorn.

B. The Pirate House.

C. The Haunted House.

CONTINUE ON THE NEXT PAGE

COMPREHENSION – Continued

Joe has a dog and his brother, Tim, has a monkey. Across the street, Betty has a kitten. Her friend, Sue, has a parrot that speaks and makes everybody laugh.

24. Of the facts below, which one do you think draws the best conclusion.

304 A. Girls do not like dogs.

B. Boys do not like kittens.

C. These children like pets.

D. These children are bigger than me.

STOP

328 SCORE

CLOZE

Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

In the summer, it is _______.

A. hot B. cold C. far

"Hot" is the right word to go in the blank. In the summer, it is hot.

You should draw a circle around the A in front of "hot."

25. Trains travel on land and __________ travel on water.

330 A. cars B. boats C. wagons

26. Dogs bark and birds __________.

331 A. ring B. laugh C. sing

27. Birds have wings and fish have __________.

332 A. fins B. furs C. fangs

363 SCORE

STOP

364 TEST DISCONTINUED SCORE

SYNONYMS

Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

SMALL

A. big B. little C. fast

"Little" means the same as "Small," so draw a circle around the B in front of "little."

28. CHEAP

368 A. higher B. inexpensive C. costly D. expensive

29. CLEVER

369 A. bright B. dull C. lazy D. talkative

30. DISAPPEAR

370 A. vanish B. sight C. approach D. dark

STOP

390

SCORE

IDIOMATIC EXPRESSION

Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

(EXAMPLE)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean?

A. returned B. decided C. remembered

The correct answer is "decided." Draw a circle around the B in front of "decided."

31. My father said, "Your room is a mess!"

In this sentence, he could be saying

427 A. "Your room is clean."

B. "Your room is orderly."

C. "Your room is dirty."

32. He lost his head.

What does lost his head mean?

428 A. The man lost his hat.

B. The man's head hurt.

C. The man was mixed up.

STOP

442

SCORE

ANTONYMS

Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

DOWN

A. big B. under C. up

"Up" means the opposite of "down," so draw a circle around the C in front of "up."

33. FOLLOW

446 A. leader B. group C. lead D. want

34. HUGE

447 A. small B. big C. large D. tremendous

35. LEAVE

448 A. remain B. away C. depart D. went

STOP

474 SCORE

CAPITALIZATION

Now you will read some sentences with blanks in them, or words left out. After each sentence are words that go in the blanks. You should decide whether the words should start with a capital letter or with a little letter. Find the word that is correct, and circle the letter in front of it.

(EXAMPLE)

The boy's name is ____________.

A. Joe B. joe

It's Joe, with a capital J.

Draw a circle around the A in front of it.

36. ____________ are going to visit California soon.

475 A. We

B. we

37. Will____________ help us feed our pets?

476 A. fred

B. Fred

STOP

482

SCORE

AGE 9 TESTS

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AGE 9

EXAMINER'S TEST BOOKLET

The Language Measurement and Assessment Inventories for the Children's English and Services Study

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ORAL SECTION

WORD RECOGNITION

This section measures the child's ability to recognize, or read, printed English words.

RECORDING: The Answer Sheet lists each word. If the word is correctly read, circle the 1 next to the word; if the word is not correctly read, circle the zero.

SCORING: Score 1 if correct, 0 if incorrect.

IMPORTANT: Allowance is to be made for the child's pronunciation of English sounds. For instance, if the child pronounces "LOOK" to sound like "LUKE," credit is given, because the U sound in LUKE is a common way in which speakers of other languages pronounce the OO sound in LOOK. However, "LICK" or "LACK" would not receive credit.

DISCONTINUE

If the child misses the first five items on this section, discontinue Word Recognition and go to the next section, Comprehension.

If the child gets any of the first five items correct, administer the entire Oral test.

Maximum score on this section: 6 Items: 1-6

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some words. I want you to read each word out loud. Some of the words may be new to you. Try to read every word, even if you don't know what it means--OK? Let's do the first word together.

(EXAMPLE)

Show the child the sample word from the word list. Say This word is "go." Now you say "go." Encourage the child to say "go."

(TEST STARTS HERE.)

Show the first word on the word list and say What is this word?

If the child reads the word correctly, say That's right the word is "skate". Then continue with the test.

If the child does not respond correctly, say Listen to me say it. The word is "skate." Then continue with the test.

Do not correct the child's mistakes from this point.

Show each word for only two seconds. If the child has not begun to respond, say That's all right. Let's try the next one, and proceed.

(WORD LIST)

1. skate
2. between
3. fur
4. knife
5. spread
6. giant

COMPREHENSION

This task measures the child's ability to understand simple stories.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

DISCONTINUE

If the child obtained no points on Word Recognition and obtains no points on Comprehension, discontinue the Oral test.

If the child obtains at least one point on either Word Recognition or Comprehension, give the entire Oral test.

Maximum score on this section: 3 Items: 7-9

DIRECTIONS FOR ADMINISTRATION.

(TEST STARTS HERE.)

Say to the child Now I'm going to read you some stories. Then I will ask you some questions about the stories. I can read the story only one time, so listen carefully so you will remember the story.

Read each story to the child, then ask the questions.

Mary was walking down a busy street full of people when she suddenly smelled smoke. Many people began to shout and run away in different directions and, looking up, Mary saw smoke pouring out of the windows of a nearby building. Instead of running away, she telephoned the fire department and gave them the location of the fire. Soon above the street noise she heard the sirens of the fire engines and she knew that help was on its way.

7. Which of these things in the story happened last?

  A. Mary called the fire department.

  B. Mary heard the sirens.

  C. Mary smelled smoke.

Tim's birthday was coming soon. His parents wanted to give him a big surprise but were having a difficult time deciding on a gift. Suddenly his mother remembered how much Tim liked dogs. She decided to visit the neighborhood pet shop. There she found a beautiful and friendly miniature collie; a puppy she knew Tim would appreciate very much. She bought the puppy and arranged to pick him up in time for Tim's birthday.

8. In this story, what happened first?

  A. Tim's mother bought a miniature collie for his birthday.

  B. Tim's mother visited the neighborhood pet shop.

  C. Tim's mother found a beautiful and friendly miniature collie.

Juanito had a fine pony named Pancho. They were inseparable. Every free day that Juanito had, he would mount his pony and race to the hills near his village, where he would always have a sense of peace and freedom. He would often feel that the whole world was theirs, for seldom did he see any living creatures except the birds that flew over them.

9. Why did Juanito enjoy racing his pony Pancho to the hills?
    - A. Because he liked to hear the birds sing while he worked.
    - B. Because he liked to sail and fish in the lake.
    - C. Because he would feel a sense of peace and freedom there.

VERBAL FLUENCY

SIMILARITIES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check List in the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains up to six response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks per category as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response. Total score for an item is the number of correct responses. Transfer the child's score on each item to the Similarities Section Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No maximum   Items: 10-11

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some pictures of things. Then I want you to look at them and tell me in what ways they are alike, how they are the same.

(EXAMPLE)

Let me give you an example first. Show the child picture number 1 (boy and girl with ball, boy and girl with kite). Look at this picture and tell me some ways they are the same, how they are alike (pointing to each part of the picture). If the child gives any kind of response indicating that they are children, or that they are playing or that they are outside, say That's right! They are children, and they are playing outside. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are not alike, tell the child They are children and they are playing outside.

Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

10. Show the child picture number 19 (light bulb and candle). Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

11. Show the child picture number 15 (cup and glass). Say Look at this picture. Tell me some ways these things are alike, how they are the same.

CORRECT USAGE (NON-PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

Maximum score on this section: 5 Items: 12-16

DIRECTIONS FOR ADMINISTRATION.

Say to the child Now I want you to listen to some sentences. I will read three sentences, but only one of them is correct, or right. Listen carefully when I read them. Let me read all three before you tell me which is correct. Read the sentences at normal conversational speed. Pause a few moments after each sentence. You may read the sentences twice and only twice. The child is to respond after the first or during/after the second reading.

(EXAMPLE)

Let me give you an example first. Listen to these sentences.

A. She walking to school.

B. She is walking to school.

C. She walk to school.

Which sentence is right?

If the child gives the correct response, say That's right! The correct way is "She is walking to school." Then continue with the test, reading the sentences in the same manner.

If the child's answer is incorrect, say The right way is "She is walking to school." Can you say that? Encourage the child to say it. Then continue with the test, reading sentences in the same manner.

12. A. The coat was the once Kelly wanted.

B. The coat was the one Kelly wanted.

C. The coat was the ones Kelly wanted.

Which one is correct?

13. A. The leaves fill from the big tree in my yard.

B. The leaves fell from the big tree in my yard.

C. The leaves felled from the big tree in my yard.

Which one is correct?

14. A. Sue and I shook the peaches from the tree.

B. Sue and I shaked the peaches from the tree.

C. Sue and I shooked the peaches from the tree.

Which one is correct?

15. A. Mark plans to sell his car.

B. Mark plans to sale his car.

C. Mark plans to sold his car.

Which one is correct?

16. A. Ted and Fred sat next to me.

B. Ted and Fred set next to me.

C. Ted and Fred sits next to me.

Which one is correct?

VERBAL FLUENCY

DIFFERENCES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check List in the Answer Sheet. For each item, select the checklist which corresponds to that item. Each checklist contains response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response. Total score for an item is the number of correct responses. Transfer the child's score on each item to the Differences Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No Maximum Items: 17-18

DIRECTIONS FOR ADMINISTRATION

Say to the child Now, I'm going to show you some more pictures, but this time I want you to look at them and tell me how they are different, how they are not the same.

(EXAMPLE)

Let me give you an example first. Look at this picture again (show picture 1 -- boy and girl with ball, boy and girl with kite). Now, tell me some ways they are not the same, how they are different. (Point to each part of the picture.)

If the child gives any kind of response indicating that one pair has a ball and the other a kite, or that one of the girls has long hair, say That's right. See, these children have a ball and these have a kite. Then go to the first item.

If the child does not respond, go over the directions and the example again. If the child gives an incorrect answer, or says they are the same, tell the child Look. They are different. These children have a ball, but these children have a kite. Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

17. Show the child picture number 24 (car and truck).
    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.
18. Show the child picture number 10 (airplane and ship)
    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

AFTER COMPLETING THE ORAL TEST, THE EXAMINER SHOULD:

- Thank or praise the child for cooperation and effort thus far
- Ask if the child wants a break
- Introduce the written test by saying:

  So far, I've read all the questions to you. Now, I'm going to give you some stories and other things for you to read. (Hand child written booklet)

  Instead of telling me the answers, you'll make your answers in this booklet. (Hand child a pencil)

- Begin the Written test

WRITTEN SECTION

COMPREHENSION

This section measures the child's ability to read and understand the main ideas of stories.

RECORDING: The child will circle his/her alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-2 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtains no points on this section administer the next section, Cloze, and follow discontinuation instructions there.

If the child obtains at least one point on this section, give the entire written test.

Maximum score on this section: 3 Items: 20-22

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the stories, questions, and alternatives, as appropriate.

INSTRUCTIONS: Read each story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

If the child doesn't seem to understand, or does not respond after 60 seconds, re-read the instructions.

If the child asks what words mean or similar questions, say See if you can figure it out.

CLOZE

This section measures the child's ability to interpret or infer meaning from sentence structure.

RECORDING: The child will circle his/her alternative in the test booklet.

The Examiner should check for the correct answer for each item as it appears on the answer key on page 8-2 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtained no points on Comprehension and obtains no points on this section, discontinue the written test.

If the child obtains at least one point on either Comprehension or Cloze, give the entire written test.

Maximum score on this section: 3 Items: 23-25

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

EXAMPLE:

For instance, look at this sentence. (Point to the Example in the test booklet.)

In the summer, it is ________.

What word goes best in the blank? Wait for the child's response.

Whatever the child says, say "Hot" is the right word to go in the blank. In the summer, it is hot. You should draw a circle around the A in front of "hot." Encourage the child to do so.

Now do these. (Point to the items.)

SYNONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his/her alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-2 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 3 Items: 26-28

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

EXAMPLE:

For instance (point to the Example in the test booklet), SMALL is the underlined word. Which of these words (point) means the same as "small?" Whatever the child says, say "Little" means the same as "small," so draw a circle around the B in front of "little". Encourage the child to do so.

Now, you do the rest. (Point to the items.)

If the child asks what the words mean, say You try to figure that out.

SEQUENCE

This section measures the child's ability to place written material in logical sequence.

RECORDING: The child's response in the test booklet will consist of a number (1, 2, etc.) in a response blank, for each item. The examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-2 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 5 Items: 29-33

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the steps and the blanks.

INSTRUCTIONS: Read all five of the sentences below (point). These sentences will tell a story when they are placed in the right order. Write the number "1" before the sentence that should come first. Write the number "2" before the sentence that should come next, and so on. Continue until you have finished the story.

IDIOMATIC EXPRESSION

This section measures the child's understanding of idioms used in the English language.

RECORDING: The child will circle his/her alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-2 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 2 Items: 34-35

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the underlined words and the alternatives.

INSTRUCTIONS: Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

EXAMPLE:

For instance, read this sentence. (point to the Example in the booklet.)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean? Does it mean "returned," or does it mean "decided," or does it mean "remembered"?

Wait for the child to respond. Whatever the child says, say The correct answer is "decided." Draw a circle around the B in front of "decided."

Encourage the child to do so.

Now do these. (Point to the items.)

ANTONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his/her alternative in the test booklet. The examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-2 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Total score on this section is obtained by counting the number of underlined alternatives circled. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: 3 Items: 36-38

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

EXAMPLE

For instance (point to the Example in the test booklet), DOWN is the underlined word. Which of these words (point) means the opposite of "down?" Whatever the child says, say "Up" means the opposite of "down," so draw a circle around the C in front of "up." Encourage the child to do so.

262

Now you do the rest. (Point to the items.)

If the child asks what a word means, say You try to figure that out.

CAPITALIZATION

This section measures the child's knowledge of the rules of capitalization.

RECORDING: The child will circle his/her alternative in the test booklet.

The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-2 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Total score on this section is obtained by counting the number of underlined alternatives circled. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: 2 Items: 39-40

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the test booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: Now you will read some sentences with blanks in them, or words left out. After each sentence are words that go in the blanks. You should decide whether the words should start with a capital letter or with a little letter. Find the word that is correct, and circle the letter in front of it.

EXAMPLE:

For instance, look at this sentence. (Point to the Example in the test booklet.)

The boy's name is ________________.

Is it "Joe" with a capital J, or joe with a little j? (Point.)

Whatever the child says, say It's Joe with a capital J. Draw a circle around the A in front of it. Encourage the child to do so.

Now do these. (Point to the items.)

PUNCTUATION

This section measures the child's knowledge of basic rules of punctuation.

RECORDING: The child will circle his/her alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 4 Items: 41-44

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: These sentences have blanks in them, or words left out. You are to find the right way to punctuate the part of the sentence that goes in the blank. Read each sentence, then read the choices which follow each sentence. Find the choice that shows the right way to punctuate the part of the sentence that goes in the blank. For each sentence, only one choice is correct. The other choices are wrong. Find the correct choice, and circle the letter in front of it.

EXAMPLE

For instance, look at this sentence. (Point to the Example in the test booklet.)

I like to ________________. Which of these (point) is correct?

Whatever the child says, say The correct answer is A, because there is a period after "eat." Circle A. Encourage the child to do so.

Now do these. (Point to the items.)

PS

O.M.B. No. 1885-0501 Approval Expires September 30, 198

FORM **ELPS-44**
(2-25-83)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

ORAL TEST SCORING SHEET — AGE 9

THE LANGUAGE MEASUREMENT AND ASSESSMENT INVENTORIES
(LM AND A I)
ENGLISH LANGUAGE PROFICIENCY STUDY

1a. Test number	1b. Control number	1c. Person number
44		

2. Time

Started ___ ___ : ___ ___ a.m. p.m.

Stopped ___ ___ : ___ ___ a.m. p.m.

		RIGHT	WRONG
1. skate	728	1	0
2. between	729	1	0
3. fur	730	1	0
4. knife	731	1	0
5. spread	732	1	0
6. giant	733	1	0

WORD RECOGNITION SCORE
(Enter number of "1's") → 768 ____________

7.	782	1 ☐ A	2 ☐ B	3 ☐ C
8.	783	1 ☐ A	2 ☐ B	3 ☐ C
9.	784	1 ☐ A	2 ☐ B	3 ☐ C

COMPREHENSION SCORE → 808 ____________

TEST DISCONTINUED SCORE → 809 ____________

10. **PICTURE #19: bulb/candle**	SCORE
LABELS: Illumination, lighting.	
MAJOR PARTS: Filament and wick, both have a base.	
FUNCTION: Give light.	
PHYSICAL CHARACTERISTICS: Size, density, weight, texture, brightness.	
COMPARISON: Use both in the dark or at night. Both can burn you. Both are bright.	
OTHER:	
SIMILARITIES SUBTOTAL →	832 ____________

11. **PICTURE #15: cup/glass**	
LABEL: Containers.	
PARTS: Both have rims and borders.	
COMPOSITION: Made out of plastic, glass, aluminum, paper (similar materials)	
FUNCTIONS: Used for drinking liquids (juice, water, milk, coke).	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density (small, smooth, light).	
COMPARISON: You can also eat desserts (ice cream) from them. Can be broken very easily.	
OTHER:	
SIMILARITIES SUBTOTAL →	833 ____________

12. 859 1☐A 2☐B 3☐C

13. 860 1☐A 2☐B 3☐C

14. 861 1☐A 2☐B 3☐C

15. 862 1☐A 2☐B 3☐C

16. 863 1☐A 2☐B 3☐C

NONPICTORIAL SCORE ———→ 883 ____________

17. PICTURE #24: car/truck	SCORE
PARTS: Car is enclosed, truck has open space. Truck does not have a back seat or trunk.	
COMPOSITION: Trucks may have more wheels than a car; more metal is used.	
FUNCTION: You can use trucks to carry heavy loads, cars to carry people.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Trucks are bigger and heavier. Cars smaller.	
COMPARISON: Trucks cost more. They are built differently, trucks take more time to be assembled.	
OTHER:	
DIFFERENCES SUBTOTAL ———→	884 ____________

18. PICTURE #10: airplane/ship	
PARTS: Airplanes have wings, ships have bedrooms, beds, master helms, showers, dining rooms. Airplanes have wheels, cockpits.	
COMPOSITION: Some ships were made out of wood. Planes are made of a different material (metal).	
FUNCTION: Airplanes fly, ships can't (float). Airplanes can't float, will sink.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Ships are bigger, heavier.	
COMPARISON: Airplanes take you places faster. Airplanes are noisier.	
OTHER:	
DIFFERENCES SUBTOTAL ———→	885 ____________

FORM ELPS-44 (2-25-82)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

O.M.B. No. 1885-0801: Approval Expires September 30, 1982

P6

1a. Test number 9	1b. Control number	1c. Person number
2. Time		
Started ___ ___ : ___ ___ a.m. p.m.	Stopped ___ ___ : ___ ___ a.m. p.m.	

ENGLISH LANGUAGE PROFICIENCY STUDY

LM AND AI WRITTEN TEST CHILDREN AGE 9

FORM **ELPS-9**
(2-19-82)

COMPREHENSION

Read each story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

The King family woke up one bright beautiful morning feeling happy and excited. Their dream had at last come true. They were going to visit Disneyland.

On arriving at fun land, the children were faced with so many choices. They had to decide which rides to take and what things to see. First of all, they decided that they had to see the Haunted House. Not knowing what to expect, they felt a little scared. As they approached the "House," their hearts began to beat faster and faster. It was scary, but fun.

Later they visited the Pirate House, rode the submarine, and climbed the Matterhorn. They had such a wonderful time.

As the day came to an end, everyone realized that it would soon be time to return home. They left, tired but happy, wishing that every boy and girl could have a chance to visit Disneyland.

20. Why did the King family feel happy after they woke up in the morning?

306 A. Because they were going to stay at home.
B. Because they were going to Disneyland.
C. Because they were going swimming.

21. What did the children visit first in Disneyland?

306 A. The Matterhorn.
B. The Pirate House.
C. The Haunted House.

CONTINUE ON THE NEXT PAGE

COMPREHENSION – Continued

A man was going to the dentist for a check-up. He parked his car on a street with one-hour parking meters. He put a dime in the meter to pay for an hour. When he returned to his car 2 hours later, he found a parking ticket on his windshield. He was fined $5.00 for parking an extra hour.

22. What will probably happen?

307 A. The man will pay the $5.00 fine.

B. The policeman who wrote the ticket will tear it up.

C. The meter will be removed from the street.

D. The policeman will pay the fine.

STOP

326

SCORE

CLOZE

Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

In the summer, it is _______.

A. hot B. cold C. far

"Hot" is the right word to go in the blank. In the summer, it is hot.

You should draw a circle around the A in front of "hot."

23. Sail boats need ___________ to push them through the water.

333 A. wend B. went C. wind

24. Mother is baking a ___________ for my birthday.

334 A. coke B. cake C. rake

25. My bicycle has a flat ___________.

335 A. tired B. tar C. tire

363 SCORE

STOP

364 TEST DISCONTINUED SCORE

SYNONYMS

Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

SMALL

A. big B. little C. fast

"Little" means the same as "Small," so draw a circle around the B in front of "little."

26. GIFT

371 A. holiday B. present C. Christmas

27. QUIET

372 A. quit B. noise C. silent

28. DESTROY

373 A. ruin B. help C. hide

STOP

380 SCORE

SEQUENCE

Read all five of the sentences below. These sentences will tell a story when they are placed in the right order. Write the number "1" before the sentence that should come first. Write the number "2" before the sentence that should come next, and so on. Continue until you have completed the story.

A NIGHT FIRE

29. 381 _____ My father phoned the fire department, then gave Mother our rope ladder.

30. 382 _____ At 3 A.M. yesterday morning, our dog started barking and Father smelled smoke.

31. 383 _____ Mother threw our rope ladder out the window.

32. 384 _____ As we reached the ground, we heard the fire engines racing to our home.

33. 385 _____ My sister and I climbed down.

STOP

424

SCORE

IDIOMATIC EXPRESSION

Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

(EXAMPLE)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean?

A. returned B. decided C. remembered

The correct answer is "decided." Draw a circle around the B in front of "decided."

34. Don't bug me.

In this sentence, what does bug mean?

429

A. Don't like me.
B. Don't confuse me.
C. Don't bother me.
D. Don't follow me.

35. Sam is a pain in the neck.

What does a pain in the neck mean?

430

A. That Sam is polite.
B. That Sam is a bother.
C. That Sam is in pain.
D. That Sam is leaving.

STOP

442

SCORE

ANTONYMS

Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

DOWN

A. big B. under C. up

"Up" means the opposite of "down," so draw a circle around the C in front of "up."

36. BELOW

449 A. above B. under C. cover

37. WEAK

456 A. make B. awake C. strong

38. DAMP

461 A. moist B. dry C. torn

STOP

474 SCORE

CAPITALIZATION

Now you will read some sentences with blanks in them, or words left out. After each sentence are words that go in the blanks. You should decide whether the words should start with a capital letter or with a little letter. Find the word that is correct, and circle the letter in front of it.

(EXAMPLE)

The boy's name is ___________.

A. Joe B. joe

It's Joe, with a capital J.

Draw a circle around the A in front of it.

39. After Sue heard me sing______________________________, she frowned.

477 A. "Home Sweet Home"

B. "Home sweet Home"

C. "home sweet home"

40. Ted and ________ took Mary's book.

478 A. I

B. i

STOP

482 SCORE

PUNCTUATION

These sentences have blanks in them, or words left out. You are to find the right way to punctuate the part of the sentence that goes in the blank. Read each sentence, then read the choices which follow each sentence. Find the choice that shows the right way to punctuate the part of the sentence that goes in the blank. For each sentence, only one choice is correct. The other choices are wrong. Find the correct choice, and circle the letter in front of it.

(EXAMPLE)

I like to ______

A. eat. B. eat C. eat,

The correct answer is A because, there is a period after ''eat.'' Circle A.

41. Where are you ______

483 A. going?

B. going,

42. The ______________ were placed on the stage.

484 A. mirror table and chair,

B. mirror, table, and chair

C. mirror, table, and chair,

43. How I like to ______

485 A. skate!

B. skate,

44. We have fun at ______________

486 A. Sue's and Freds

B. Sues and Freds

C. Sue's and Fred's

STOP

511 SCORE

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AGE 10 TESTS

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AGE 10

EXAMINER'S TEST BOOKLET

The Language Measurement and Assessment Inventories for the Children's English and Services Study

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ORAL SECTION

WORD RECOGNITION

This section measures the child's ability to recognize, or read, printed English words.

RECORDING: The Answer Sheet lists each word. If the word is correctly read, circle the 1 next to the word; if the word is not correctly read, circle the zero.

SCORING: Score 1 if correct, 0 if incorrect.

IMPORTANT: Allowance is to be made for the child's pronunciation of English sounds. For instance, if the child pronounces "LOOK" to sound like "LUKE," credit is given, because the U sound in LUKE is a common way in which speakers of other languages pronounce the OO sound in LOOK. However, "LICK" or "LACK" would not receive credit.

DISCONTINUE

If the child misses the first five items on this section, discontinue Word Recognition and go to the next section, Comprehension.

If the child gets any of the first five items correct, administer the entire Oral Test.

Maximum score on this section: 7 Items: 1-7

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some words. I want you to read each word out loud. Some of the words may be new to you. Try to read every word, even if you don't know what it means--OK? Let's do the first word together.

(EXAMPLE)

Show the child the sample word from the word list. Say This word is "go." Now you say "go." Encourage the child to say "go."

(TEST STARTS HERE.)

Show the first word on the word list and say What is this word?

If the child reads the word correctly, say That's right the word is "demand." Then continue with the test.

If the child does not respond correctly, say Listen to me say it. The word is "demand." Then continue with the test.

Do not correct the child's mistakes from this point.

Show each word for only two seconds. If the child has not begun to respond, say That's all right. Let's try the next one, and proceed.

(WORD LIST)

1. DEMAND
2. CERTAIN
3. BRACELET
4. FROWN
5. MOAN
6. CELEBRATE
7. ALTHOUGH

COMPREHENSION

This task measures the child's ability to understand simple stories.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

DISCONTINUE

If the child obtained no points on Word Recognition and obtains no points on Comprehension, discontinue the Oral Test.

If the child obtains at least one point on either Word Recognition or Comprehension, give the entire Oral Test.

Maximum score on this section: 7 Items: 8-14

DIRECTIONS FOR ADMINISTRATION

(TEST STARTS HERE.)

Say to the child Now I'm going to read a story. Then I will ask you some questions about the story. Listen carefully so you will remember the story --- I can only read it once.

Read each story to the child, then ask the questions after each story.

Jim got into his car to go to a party. He adjusted the position of the seat and buckled his seat belt. He put his key into the ignition, turned the key, but the engine wouldn't start. Jim looked under the hood but could find nothing wrong. Finally, he decided to call a mechanic who arrived later with his tow truck. After the car was checked at the gas station, Jim was surprised to find that his car was out of gas.

8. Which of these things in the story did Jim do first?

   A. He called a tow truck.

   B. He looked under the hood of his car.

   C. He adjusted his seat and buckled his seat belt.

9. What was the last thing Jim did before calling the mechanic?

   A. He looked under the hood.

   B. He put gas in the car.

   C. He tried to turn on the ignition.

10. Why did Jim need his car?

    A. To drive to school.

    B. To drive to the grocery store.

    C. To drive to a party.

Tim's birthday was coming soon. is parents wanted to give him a big surprise but were having a difficult time de ing on a gift. Suddenly his mother remembered how much Tim liked dogs. She .ded to visit the neighborhood pet shop. There she found a beautiful and friendly miniature collie; a puppy she knew Tim would appreciate very much. She bought the puppy and arranged to pick him up in time for Tim's birthday.

11. In this story, what happened first?

    A. Tim's mother bought a miniature collie for his birthday.

    B. Tim's mother visited the neighborhood pet shop.

    C. Tim's mother found a beautiful and friendly miniature collie.

Juanito had a fine pony named Pancho. They were inseparable. Every free day that Juanito had, he would mount his pony and race to the hills near his village, where he would always have a sense of peace and freedom. He would often feel that the whole world was theirs, for seldom did he see any living creatures except the birds that flew over them.

12. Why did Juanito enjoy racing his pony Pancho to the hills?

    A. Because he liked to hear the birds sing while he worked.

    B. Because he liked to sail and fish in the lake.

    C. Because he would feel a sense of peace and freedom there.

One sunny day in the early spring, Juanito mounted his pony Pancho, and headed for the hills. About two hours after their departure they arrived at Juanito's favorite spot. He dismounted from his pony and tied him to a tree limb close to the boulder where he usually sat. He removed his jacket and hat, sat on the boulder, and began admiring the beautiful trees which were just beginning to turn green. Suddenly, he heard a crunching noise, a noise that sounded like the breaking of branches from a falling tree. Chills began to run all over Juanito's body. He became momentarily immobile. The pony, frightened by the noise, pulled himself loose and headed toward the village.

13. Which of these things in the story did Juanito do first?

    A. He removed his jacket and hat and sat on his favorite boulder.

    B. He heard a crunching noise that sounded like the breaking of branches and began to run.

    C. He mounted his pony and headed for the hills and his favorite spot.

14. In the story, what is the last thing that happened?

    A. Chills began to run all over Juanito's body and he became immobile.

    B. Pancho, frightened by the noise, pulled himself loose and left.

    C. Juanito sat on a boulder to admire the beautiful trees which were turning green.

VERBAL FLUENCY

SIMILARITIES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet.

For each item, select the check list which corresponds to that item. Each check list contains up to six response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks per category as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Transfer the child's score on each item to the Similarities Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No Maximum Items: 15-16

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some pictures of things. Then I want you to look at them and tell me in what ways they are alike, how they are the same.

(EXAMPLE)

Let me give you an example first. Show the child picture number 1 (boy and girl with ball, boy and girl with kite). Look at this picture and tell me some ways they are the same, how they are alike (pointing to each part of the picture).

If the child gives any kind of response indicating that they are children, or that they are playing or that they are outside, say That's right! They are children, and they are playing outside. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are not alike, tell the child They are children and they are playing outside.

Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

15. Show the child picture number 19 (light bulb and candle).
Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

16. Show the child picture number 15 (cup and glass).
Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

CORRECT USAGE (NON-PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.
SCORING: 1 point for a correct choice.

Maximum score on this section: 2 Items: 17-18

DIRECTIONS FOR ADMINISTRATION

Say to the child Now I want you to listen to some sentences. I will read three sentences, but only one of them is correct, or right. Listen carefully when I read them. Let me read all three before you tell me which is correct.

Read the sentences at normal conversational speed. Pause a few moments after each sentence. You may read the sentences twice and only twice. The child is to respond after the first or during/after the second reading.

(EXAMPLE)

Let me give you an example first. Listen to these sentences.

A. She walking to school.

B. She is walking to school.

C. She walk to school.

Which sentence is right?

If the child gives the correct response, say That's right! The correct way is "She is walking to school." Then continue with the test, reading the sentences in the same manner.

If the child's answer is incorrect, say The right way is "She is walking to school." Can you say that? Encourage the child to say it. Then continue with the test, reading the sentences in the same manner.

17. A. My brother will learn me to ice skate.

B. My brother will teach me to ice skate.

C. My brother will taught me to ice skate.

Which sentence is right?

18. A. Haven't the girls gone to school yet?

B. Haven't the girls went to school yet?

C. Hasn't the girls gone to school yet?

Which sentence is right?

VERBAL FLUENCY

DIFFERENCES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Total score for an item is the number of correct responses.

Transfer the child's score on each item to the Differences Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No Maximum Items: 19-20

DIRECTIONS FOR ADMINISTRATION

Say to the child Now, I'm going to show you some more pictures, but this time I want you to look at them and tell me how they are different, how they are not the same.

(EXAMPLE)

Let me give you an example first. Look at this picture again (show picture 1 -- boy and girl with ball, boy and girl with kite). Now, tell me some ways they are not the same, how they are different. (Point to each part of the picture.)

If the child gives any kind of response indicating that one pair has a ball and the other a kite, or that one of the girls has long hair, say That's right. See, these children have a ball and these have a kite. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are the same, tell the child Look. They are different. These children have a ball, but these children have a kite. Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

19. Show the child picture number 24 (car and truck).

Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

20. Show the child picture number 10 (airplane and ship).

Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

AFTER COMPLETING THE ORAL TEST, THE EXAMINER SHOULD:

--- Thank or praise the child for cooperation and effort thus far

--- Ask if the child wants a break

--- Introduce the written test by saying:

> So far, I've read all the questions to you. Now, I'm going to give you some stories and other things for you to read. (Hand child written booklet)
>
> Instead of telling me the answers, you'll make your answers in this booklet. (Hand child a pencil)

--- Begin the Written test

WRITTEN SECTION

COMPREHENSION

This section measures the child's ability to read and understand the main ideas of stories.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-3 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtains no points on this section, administer the next section, Cloze, and follow discontinuation instructions there.

If the child obtains at least one point on this section, give the entire Written Test.

Maximum score on this section: 3 Items: 22-24

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the stories, questions, and alternatives, as appropriate.

INSTRUCTIONS: Read each story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

If the child doesn't seem to understand, or does not respond after 60 seconds, re-read the instructions.

If the child asks what words mean or similar questions, say See if you can figure it out.

CLOZE

This section measures the child's ability to interpret or infer meaning from sentence structure.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-3 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtained no points on Comprehension and obtains no points on this section, discontinue the Written Test.

If the child obtains at least one point on either Comprehension or Cloze, give the entire Written Test.

Maximum score on this section: 3 Items: 25-27

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

For instance, look at this sentence. (Point to the Example in the test booklet.)

In the summer, it is __________.

What word goes best in the blank? Wait for the child's response.

Whatever the child says, say "Hot" is the right word to go in the blank. In the summer, it is hot. You should draw a circle around the A in front of "hot."

Encourage the child to do so.

Now do these. (Point to the items.)

SYNONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-3 of the Interviewer's Manual.

SCORING; Score 1 if correct, 0 if incorrect.

Maximum score on this section: 4 Items: 28-31

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

For instance (point to the Example in the test booklet), SMALL is the underlined word. Which of these words (point) means the same as "small?" Whatever the child says, say "Little" means the same as "small," so draw a circle around the B in front of "little." Encourage the child to do so.

Now, you do the rest. (Point to the items.)

If the child asks what the words mean, say You try to figure that out.

SEQUENCE

This section measures the child's ability to place written material in logical sequence.

RECORDING: The child's response in the test booklet will consist of a number (1, 2, etc.) in a response blank, for each item. The examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-3 of the Interviewer's Manual.

Maximum score on this section: 5 Items: 32-36

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read those instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the steps and the blanks.

INSTRUCTIONS: Read all five of the sentences below (point). These sentences will tell a story when they are placed in the right order. Write the number "1" before the sentence that should come first. Write the number "2" before the sentence that should come next, and so on. Continue until you have finished the story.

IDIOMATIC EXPRESSION

This section measures the child's understanding of idioms used in the English language.

RECORDING: The Child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-3 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 2 Items: 37-38

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the underlined words and the alternatives.

INSTRUCTIONS: Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

(EXAMPLE)

For instance, read this sentence. (Point to the Example in the booklet.)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean? Does it mean "returned," or does it mean "decided," or does it mean "remembered?"

Wait for the child to respond. Whatever the child says, say The correct answer is "decided." Draw a circle around the B in front of "decided." Encourage the child to do so.

Now do these. (Point to the items.)

ANTONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-3 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Total score on this section is obtained by counting the number of underlined alternatives circled. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: 3 Items: 39-41

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

For instance (point to the Example in the test booklet), DOWN is the underlined word. Which of these words (point) means the opposite of "down?" Whatever the child says, say "Up" means the opposite of "down," so draw a circle around the C in front of "up." Encourage the child to do so.

Now you do the rest. (Point to the items.)

If the child asks what a word means, say You try to figure that out.

CAPITALIZATION

This section measures the child's knowledge of the rules of capitalization.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-3 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 3 Items: 42-44

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the test booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: Now you will read some sentences with blanks in them, or words left out. After each sentence are words that go in the blanks. You should decide whether the words should start with a capital letter or with a little letter. Find the word that is correct, and circle the letter in front of it.

(EXAMPLE)

For instance, look at this sentence. (Point to the Example in the test booklet.)

The boy's name is ________.

Is it "Joe" with a capital J, or joe with a little j? (Point.)

Whatever the child says, say It's Joe with a capital J. Draw a circle around the A in front of it. Encourage the child to do so.

Now do these. (Point to the items.)

PUNCTUATION

This section measures the child's knowledge of basic rules of punctuation.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-3 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 4 Items: 45-48

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: These sentences have blanks in them, or words left out. You are to find the right way to punctuate the part of the sentence that goes in the blank. Read each sentence, then read the choices which follow each sentence. Find the choice that shows the right way to punctuate the part of the sentence that goes in the blank. For each sentence, only one choice is correct. The other choices are wrong. Find the correct choice, and circle the letter in front of it.

(EXAMPLE)

For instance, look at this sentence. (Point to the Example in the test booklet.)

I like to ________________. Which of these (point) is correct. Whatever the child says, say The correct answer is A, because there is a period after "eat." Circle A. Encourage the child to do so.

Now do these. (Point to the items.)

P8

O.M.B. No. 1885-0501: Approval Expires September 30, 1982

FORM ELPS-45
(2-29-82)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

ORAL TEST SCORING SHEET — AGE 10

THE LANGUAGE MEASUREMENT AND ASSESSMENT INVENTORIES
(LM AND AΣ)

ENGLISH LANGUAGE PROFICIENCY STUDY

1a. Test number	1b. Control number	1c. Person number
45		

2. Time

Started ___ ___ : ___ ___ a.m. p.m.

Stopped ___ ___ : ___ ___ a.m. p.m.

		RIGHT	WRONG
1. demand	734	1	0
2. certain	735	1	0
3. bracelet	736	1	0
4. frown	737	1	0
5. moan	738	1	0
6. celebrate	739	1	0
7. although	740	1	0

WORD RECOGNITION SCORE
(Enter number of "1's") → 769 ______

8.	785	1 ☐ A	2 ☐ B	[✓ 3 ☐ C]
9.	786	[✓ 1 ☐ A]	2 ☐ B	3 ☐ C
10.	787	1 ☐ A	2 ☐ B	[✓ 3 ☐ C]
11.	788	1 ☐ A	[✓ 2 ☐ B]	3 ☐ C
12.	789	1 ☐ A	2 ☐ B	[✓ 3 ☐ C]
13.	790	1 ☐ A	2 ☐ B	[✓ 3 ☐ C]
14.	791	1 ☐ A	[✓ 2 ☐ B]	3 ☐ C

COMPREHENSION SCORE → 806 ______

TEST DISCONTINUED SCORE → 808 ______

15. PICTURE #19: bulb/candle	SCORE
LABELS: Illumination, lighting.	
MAJOR PARTS: Filament and wick, both have a base.	
FUNCTION: Give light.	
PHYSICAL CHARACTERISTICS: Size, density, weight, texture, brightness.	
COMPARISON: Use both in the dark or at night. Both can burn you. Both are bright.	
OTHER:	
SIMILARITIES SUBTOTAL →	832 ______

16. PICTURE #15: cup/glass	SCORE
LABEL: Containers.	
PARTS: Both have rims and borders.	
COMPOSITION: Made out of plastic, glass, aluminum, paper (similar materials).	
FUNCTIONS: Used for drinking liquids (juice, water, milk, coke).	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density (small, smooth, light).	
COMPARISON: You can also eat desserts (ice cream) from them. Can be broken very easily.	
OTHER:	
SIMILARITIES SUBTOTAL——→	833 ______

17. 884 1☐A [✓ 2☐B] 3☐C

18. 885 [✓ 1☐A] 2☐B 3☐C

NONPICTORIAL SCORE ——→ 883 ______

19. PICTURE #24: car/truck	SCORE
PARTS: Car is enclosed, truck has open space. Truck does not have a back seat or trunk.	
COMPOSITION: Trucks may have more wheels than a car, more metal is used.	
FUNCTION: You use trucks to carry heavy loads, cars to carry people.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Trucks are bigger and heavier. Cars smaller.	
COMPARISON: Trucks cost more. They are built differently, trucks take more time to be assembled.	
OTHER:	
DIFFERENCES SUBTOTAL——→	894 ______
20. PICTURE #10: airplane/ship	
PARTS: Airplanes have wings; ships have bedrooms, beds, master helms showers, dining rooms. Airplanes have wheels, cockpits.	
COMPOSITION: Some ships were made out of wood. Planes are made of a different material (metal).	
FUNCTION: Airplanes fly, ships can't (float). Airplanes can't float, will sink.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Ships are bigger, heavier.	
COMPARISON: Airplanes take you places faster. Airplanes are noisier.	
OTHER:	
DIFFERENCES SUBTOTAL——→	885 ______

FORM SLPS-45 (2-25-82)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

O.M.B. No. 1885-0501: Approval Expires September 30, 1982

P6	1a. Test number 10	1b. Control number	1c. Person number
	2. Time		
	Started __ __ : __ __ a.m. p.m.	Stopped __ __ : __ __ a.m. p.m.	

ENGLISH LANGUAGE PROFICIENCY STUDY

LM AND AI WRITTEN TEST CHILDREN AGE 10

FORM ELPS-10
(2-18-82)

COMPREHENSION

Read each story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

The Washington Post reported on June 25, 1976, that the Maryland Court of Appeals has placed a cash value on a woman's housework. The Court ruled that cooking, washing clothes, cleaning, and other household chores have money value to a family. Although the Court did not state how much each chore was worth, it did quote a U.S. Department of Labor economist who said that chores done by one mother were worth $634.90 a month. After this article appeared in the newspaper, many people wrote and expressed their support of the Court's decision.

22. The newspaper article mainly says

308 A. Mothers like to read newspaper articles.
B. A Maryland court likes mothers.
C. Mothers' services are worth money.
D. Fathers must pay mothers each month.

The Gentle Soap Company advertises a new soap that is milder than any other soap on the market today. Tests conducted in consumer laboratories prove Gentle Soap to be the mildest of all soaps tested on twelve babies. The mothers of these babies switched from their old brand of soap to milder Gentle Soap.

23. What will probably happen?

309 A. Other mothers will change soap brands.
B. The babies who tested Gentle Soap will develop a skin rash.
C. The test results will not be important to any mothers.
D. The other soap companies will sue Gentle Soap Company.

CONTINUE ON THE NEXT PAGE

COMPREHENSION – Continued

Joan's father joined the Navy many years ago. Recently, Tom's mother joined the Army. Both of Ed's parents are in the Marines.

24. What can be concluded from the above?

310 A. Mothers like service life.

B. Some fathers and mothers are in the military services.

C. Fathers prefer to join the Navy.

D. Only men can join the Army.

STOP

326

SCORE

CLOZE

Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

In the summer, it is ________.

A. hot B. cold C. far

"Hot" is the right word to go in the blank. In the summer, it is hot.

You should draw a circle around the A in front of "hot."

25. Mary's mother____________ the softball team.

336 A. coached B. clouds C. couched

26. Chris will generally____________ to all requests made by his teacher.

337 A. agreeable B. agree C. agrees

27. My bicycle has a flat ____________.

338 A. tar B. tired C. tire

363	SCORE

STOP

364	TEST DISCONTINUED SCORE

SYNONYMS

Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

SMALL

A. big B. little C. fast

"Little" means the same as "Small," so draw a circle around the B in front of "little."

28. ORDINARY

374 A. common B. unique C. unusual D. abnormal

29. VANISH

375 A. discover B. disappear C. distract D. cover

30. SCATTER

376 A. spread B. gather C. collect D. recover

31. SECRET

377 A. clear B. private C. plain D. obvious

STOP

380 SCORE

SEQUENCE

Read all five of the sentences below. These sentences will tell a story when they are placed in the right order. Write the number "1" before the sentence that should come first. Write the number "2" before the sentence that should come next, and so on. Continue until you have completed the story.

A NIGHT FIRE

32. 396 _____ My father phoned the fire department, then gave Mother our rope ladder.

33. 397 _____ At 3 A.M. yesterday morning, our dog started barking and Father smelled smoke.

34. 398 _____ Mother threw our rope ladder out the window.

35. 399 _____ As we reached the ground, we heard the fire engines racing to our home.

36. 400 _____ My sister and I climbed down.

STOP

424 SCORE

IDIOMATIC EXPRESSION

Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

(EXAMPLE)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean?

A. returned B. decided C. remembered

The correct answer is "decided." Draw a circle around the B in front of "decided."

37. Sam is a pain in the neck.

The underlined expression means that Sam is

431 A. polite.

B. a bother.

C. in pain.

D. leaving.

38. Your best friend let the cat out of the bag.

The underlined expression means that your best friend

432 A. released a cat

B. untied a bag

C. told a secret

D. walked a cat

STOP

442 SCORE

ANTONYMS

Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

DOWN

A. big   B. under   C. up

"Up" means the opposite of "down," so draw a circle around the C in front of "up."

39. CROOKED

462 A. straight   B. awkward   C. customer   D. line

40. ALONE

463 A. deserted   B. isolated   C. separated   D. escorted

41. DEPOSIT

464 A. repose   B. pitch   C. withdraw   D. shine

STOP

474 SCORE

CAPITALIZATION

Now you will read some sentences with blanks in them, or words left out. After each sentence are words that go in the blanks. You should decide whether the words should start with a capital letter or with a little letter. Find the word that is correct, and circle the letter in front of it.

(EXAMPLE)

The boy's name is ____________.

A. Joe B. joe

It's Joe,, with a capital J.

Draw a circle around the A in front of it.

42. Ted is moving to ____________ next month.

479 A. kansas

B. Kansas

43. May I borrow the book, ____________?

480 A. The Wind in the willows

B. The wind in the willows

C. The Wind in the Willows

44. My friends ____________ live next door.

481 A. Mark and Chris

B. Mark and chris

C. mark and chris

STOP

482 SCORE

PUNCTUATION

These sentences have blanks in them, or words left out. You are to find the right way to punctuate the part of the sentence that goes in the blank. Read each sentence, then read the choices which follow each sentence. Find the choice that shows the right way to punctuate the part of the sentence that goes in the blank. For each sentence, only one choice is correct. The other choices are wrong. Find the correct choice, and circle the letter in front of it.

(EXAMPLE)

I like to ________

A. eat. B. eat C. eat,

The correct answer is A, because there is a period after "eat." Circle A.

45. My dog likes to____________________.

487 A. eat play and sleep

B. eat, play, and sleep

C. eat; play; and sleep

46. ________________ waved to his friend, who was leaving on the train.

488 A. Unhappily, Tom

B. Unhappily Tom

C. Unhappily; Tom

CONTINUE ON THE NEXT PAGE

PUNCTUATION — Continued

47. We will have ____________________ at the party.

489 A. cake ice cream, and cookies

B. cake, ice cream, and cookies

C. cake ice cream and cookies

48. Robert ____________ you have the book I need?"

490 A. asked, "Do

B. asked "Do

C. asked, Do

511

SCORE

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AGE 11 TESTS

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AGE 11

EXAMINER'S TEST BOOKLET

The Language Measurement and Assessment Inventories for the Children's English and Services Study

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ORAL SECTION

WORD RECOGNITION

This section measures the child's ability to recognize, or read, printed English words.

RECORDING: The Answer Sheet lists each word. If the word is correctly read, circle the 1 next to the word; if the word is not correctly read, circle the zero.

SCORING: Score 1 if correct, 0 if incorrect.

IMPORTANT: Allowance is to be made for the child's pronunciation of English sounds. For instance, if the child pronounces "LOOK" to sound like "LUKE," credit is given, because the U sound in LUKE is a common way in which speakers of other languages pronounce the OO sound in LOOK. However, "LICK" or "LACK" would not receive credit.

DISCONTINUE

If the child misses the first five items on this section, discontinue Word Recognition and go to the next section, Comprehension.

If the child gets any of the first five items correct, administer the entire Oral Test.

Maximum score on this section: 7 Items: 1-7

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some words. I want you to read each word out loud. Some of the words may be new to you. Try to read every word, even if you don't know what it means--OK? Let's do the first word together.

(EXAMPLE)

Show the child the sample word from the word list. Say This word is "go." Now you say "go." Encourage the child to say "go."

(TEST STARTS HERE.)

Show the first word on the word list and say What is this word?

If the child reads the word correctly, say That's right the word is "general."

Then continue with the test.

If the child does not respond correctly, say Listen to me say it. The word is "general." Then continue with the test.

Do not correct the child's mistakes from this point.

Show each word for only two seconds. If the child has not begun to respond, say That's all right. Let's try the next one, and proceed.

(WORD LIST)

1. GENERAL
2. HEAP
3. DAZZLE
4. TROOP
5. LEGEND
6. CONSTRUCTION
7. APPRECIATE

COMPREHENSION

This task measures the child's ability to understand simple stories.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

DISCONTINUE

If the child obtained no points on Word Recognition and obtains no points on Comprehension, discontinue the Oral Test.

If the child obtains at least one point on either Word Recognition or Comprehension, give the entire Oral Test.

Maximum score on this section: 4 Items: 8-11

DIRECTIONS FOR ADMINISTRATION

(TEST STARTS HERE.)

Say to the child Now I'm going to read a story. Then I will ask you some questions about the story. Listen carefully so you will remember the story.-- I can only read it once.

Read each story to the child, then ask the questions after each story.

The junior high school class raised money during the school year to go on a class trip in June. After several fund-raising activities, the class invited a travel agent to school to discuss possible places they might visit. After much discussion, the class finally decided to visit Mexico City, and the travel agent assisted them in making airline and hotel reservations. Some of the local residents who had visited Mexico talked to the class about some of the exciting experiences they would enjoy.

8. Who did the junior high school class talk to first?

   A. The travel agent.

   B. Other people who had visited Mexico.

   C. The custodian.

One sunny day in the early spring, Juanito mounted his pony Pancho, and headed for the hills. About two hours after their departure they arrived at Juanito's favorite spot. He dismounted from his pony and tied him to a tree limb close to the boulder where he usually sat. He removed his jacket and hat, sat on the boulder, and began admiring the beautiful trees which were just beginning to turn green. Suddenly, he heard a crunching noise, a noise that sounded like the breaking of branches from a falling tree. Chills began to run all over Juanito's body. He became momentarily immobile. The pony, frightened by the noise, pulled himself loose and headed toward the village.

9. Which of these things in the story did Juanito do first?
   - A. He removed his jacket and hat and sat on his favorite boulder.
   - B. He heard a crunching noise that sounded like the breaking of branches and began to run.
   - C. He mounted his pony and headed for the hills and his favorite spot.

10. In the story, what is the last thing that happened?
    - A. Chills began to run all over Juanito's body and he became immobile.
    - B. Pancho, frightened by the noise, pulled himself loose and left.
    - C. Juanito sat on a boulder to admire the beautiful trees which were turning green.

Juanito had a fine pony named Pancho. They were inseparable. Every free day that Juanito had, he would mount his pony and race to the hills near his village, where he would always have a sense of peace and freedom. He would often feel that the whole world was theirs, for seldom did he see any living creatures except the birds that flew over them.

11. Why did Juanito enjoy racing his pony Pancho to the hills?
    - A. Because he liked to hear the birds sing while he worked.
    - B. Because he liked to sail and fish in the lake.
    - C. Because he would feel a sense of peace and freedom there.

VERBAL FLUENCY

SIMILARITIES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet.

For each item, select the check list which corresponds to that item. Each check list contains up to six response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks per category as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Transfer the child's score on each item to the Similarities Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No maximum Items: 12-13

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some pictures of things. Then I want you to look at them and tell me in what ways they are alike, how they are the same.

(EXAMPLE)

Let me give you an example first. Show the child picture number 1 (boy and girl with ball, boy and girl with kite). Look at this picture and tell me some ways they are the same, how they are alike (pointing to each part of the picture).

If the child gives any kind of response indicating that they are children, or that they are playing or that they are outside, say That's right! They are children, and they are playing outside. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are not alike, tell the child They are children and they are playing outside.

Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

12. Show the child picture number 19 (light bulb and candle). Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

13. Show the child picture number 15 (cup and glass). Say Look at this picture. Tell me some ways these things are alike, how they are the same.

CORRECT USAGE (NON-PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

Maximum score on this section: 4 Items: 14-17

DIRECTIONS FOR ADMINISTRATION

Say to the child Now I want you to listen to some sentences. I will read three sentences, but only one of them is correct, or right. Listen carefully when I read them. Let me read all three before you tell me which is correct.

Read the sentences at normal conversational speed. Pause a few moments after each sentence. You may read the sentences twice and only twice. The child is to respond after the first or during/after the second reading.

(EXAMPLE)

Let me give you an example first. Listen to these sentences.

A. She walking to school.

B. She is walking to school.

C. She walk to school.

Which sentence is right?

If the child gives the correct response, say That's right! The correct way is "She is walking to school." Then continue with the test, reading the sentences in the same manner.

If the child's answer is incorrect, say The right way is "She is walking to school." Can you say that? Encourage the child to say it. Then continue with the test, reading the sentences in the same manner.

14. A. I took my baby sister for a ride.

B. I taken my baby sister for a ride.

C. I takes my baby sister for a ride.

Which sentence is right?

15. A. The horse done his best to win the race.

B. The horse doing his best to win the race.

C. The horse did his best to win the race.

Which sentence is right?

16. A. Have you ever seeing a tornado?

B. Have you ever seen a tornado?

C. Have you ever saw a tornado?

Which sentence is right?

17. A. Robbie did his best to make a touchdown.

B. Robbie done his best to make a touchdown.

C. Robbie doing his best to make a touchdown.

Which sentence is right?

VERBAL FLUENCY

DIFFERENCES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet.

For each item, select the check list which corresponds to that item. Each check list contains response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Total score for an item is the number of correct responses.

Transfer the child's score on each item to the Differences Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No Maximum Items: 18-19

DIRECTIONS FOR ADMINISTRATION

Say to the child Now, I'm going to show you some pictures, but this time I want you to look at them and tell me how they are different, how they are not the same.

(EXAMPLE)

Let me give you an example first. Look at this picture again (show picture 1--boy and girl with ball, boy and girl with kite). Now, tell me some ways they are not the same, how they are different. (Point to each part of the picture.)

If the child gives any kind of response indicating that one pair has a ball and the other a kite, or that one of the girls has long hair, say That's right. See, these children have a ball and these have a kite. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are the same, tell the child Look. They are different. These children have a ball, but these children have a kite. Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

18. Show the child picture number 24 (car and truck).
    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

19. Show the child picture number 10 (airplane and ship).
    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

AFTER COMPLETING THE ORAL TEST, THE EXAMINER SHOULD:

--- Thank or praise the child for cooperation and effort thus far

--- Ask if the child wants a break

--- Introduce the written test by saying:

> So far, I've read all the questions to you. Now, I'm going to give you some stories and other things for you to read. (Hand child written booklet)
>
> Instead of telling me the answers, you'll make your answers in this booklet. (Hand child a pencil)

--- Begin the Written test

WRITTEN SECTION

COMPREHENSION

This section measures the child's ability to read and understand the main ideas of stories.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-4 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtains no points on this section, administer the next section, Cloze, and follow discontinuation instructions there.

If the child obtains at least one point on this section, give the entire Written Test.

Maximum score on this section: 3 Items: 21-23

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the stories, questions, and alternatives, as appropriate.

INSTRUCTIONS: Read each story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

If the child doesn't seem to understand, or does not respond after 60 seconds, re-read the instructions.

If the child asks what words mean or similar questions, say See if you can figure it out.

CLOZE

This section measures the child's ability to interpret or infer meaning from sentence structure.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-4 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtained *no points* on Comprehension *and* obtains *no points* on this section, *discontinue* the Written Test.

If the child obtains *at least one point* on *either* Comprehension *or* Cloze, give the *entire* Written Test.

Maximum score on this section: 3 Items: 24-26

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child *Read these instructions to yourself while I read them out loud.* Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: *Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.*

(EXAMPLE)

For instance, look at this sentence. (Point to the Example in the test booklet.)

In the summer, it is ________.

What word goes best in the blank? Wait for the child's response.

Whatever the child says, say "Hot" is the right word to go in the blank. In the summer, it is hot. You should draw a circle around the A in front of "hot."

Encourage the child to do so.

Now do these. (Point to the items.)

SYNONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-4 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 4 Items: 27-30

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

For instance (point to the Example in the test booklet), SMALL is the underlined word. Which of these words (point) means the same as "small?" Whatever the child says, say "Little" means the same as "small," so draw a circle around the B in front of "little." Encourage the child to do so.

Now, you do the rest. (Point to the items.)

If the child asks what the words mean, say You try to figure that out..

SEQUENCE

This section measures the child's ability to place written material in logical sequence.

RECORDING: The child's response in the test booklet will consist of a number (1, 2, etc.) in a response blank, for each item. The examiner should check for the correct answer for each item as it appears on the Answer Key.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 5 Items: 31-35

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the steps and the blanks.

INSTRUCTIONS: Read all five of the sentences below (point). These sentences will tell a story when they are placed in the right order. Write the number "1" before the sentence that should come first. Write the number "2" before the sentence that should come next, and so on. Continue until you have finished the story.

IDIOMATIC EXPRESSION

This section measures the child's understanding of idioms used in the English language.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-4 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 1 Item: 36

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the underlined words and the alternatives.

INSTRUCTIONS: The sentence below has a part that is underlined. Read the sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

(EXAMPLE)

For instance, read this sentence. (point to the Example in the booklet.)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean? Does it mean "returned," or does it mean "decided," or does it mean "remembered"?

Wait for the child to respond. Whatever the child says, say The correct answer is "decided." Draw a circle around the B in front of "decided." Encourage the child to do so.

Now do this one. (Point to the items.)

ANTONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-4 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Total score on this section is obtained by counting the number of underlined alternatives circled. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: 4 Items: 37-40

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

For instance (point to the Example in the test booklet), DOWN is the underlined word. Which of these words (point) means the opposite of "down?" Whatever the child says, say "Up" means the opposite of "down," so draw a circle around the C in front of "up." Encourage the child to do so.

Now you do the rest. (Point to the items.)

If the child asks what a word means, say You try to figure that out.

PUNCTUATION

This section measures the child's knowledge of basic rules of punctuation.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-4 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 7 Items: 41-47

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: These sentences have blanks in them, or words left out. You are to find the right way to punctuate the part of the sentence that goes in the blank. Read each sentence, then read the choices which follow each sentence. Find the choice that shows the right way to punctuate the part of the sentence that goes in the blank. For each sentence, only one choice is correct. The other choices are wrong. Find the correct choice, and circle the letter in front of it.

(EXAMPLE)

For instance, look at this sentence. (Point to the Example in the test booklet).

I like to __________. Which of these (point) is correct? Whatever the child says, say The correct answer is A, because there is a period after "eat.". Circle A. Encourage the child to do so.

Now do these. (Point to the items.)

PS

O M B No 1885-0901 Approval Expires September 30, 1982

FORM **ELPS-46**
(2-26-82)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

ORAL TEST SCORING SHEET — AGE 11

THE LANGUAGE MEASUREMENT AND ASSESSMENT INVENTORIES
(LM AND A I)
ENGLISH LANGUAGE PROFICIENCY STUDY

1a. Test number	1b. Control number	1c. Person number
46		

2. Time

Started ____ ____ ____ ____ a.m. / p.m.
Stopped ____ ____ ____ ____ a.m. / p.m.

		RIGHT	WRONG
1. general	741	1	0
2. heap	742	1	0
3. dazzle	743	1	0
4. troop	744	1	0
5. legend	745	1	0
6. construction	746	1	0
7. appreciate	747	1	0

WORD RECOGNITION SCORE
(Enter number of "1's") ⟶ 760 ________

8.	752	1 ☐ A	2 ☐ B	3 ☐ C
9.	753	1 ☐ A	2 ☐ B	3 ☐ C
10.	754	1 ☐ A	2 ☐ B	3 ☐ C
11.	755	1 ☐ A	2 ☐ B	3 ☐ C

COMPREHENSION SCORE ⟶ 808 ________

TEST DISCONTINUED SCORE ⟶ 809 ________

12. **PICTURE #19: bulb/candle**	SCORE
LABELS: Illumination, lighting.	
MAJOR PARTS: Filament and wick, both have a base.	
FUNCTION: Give light.	
PHYSICAL CHARACTERISTICS: Size, density, weight, texture, brightness.	
COMPARISON: Use both in the dark or at night. Both can burn you. Both are bright.	
OTHER:	
SIMILARITIES SUBTOTAL ⟶	832 ________

13. **PICTURE #16: cup/glass**	
LABEL: Containers	
PARTS: Both have rims and borders	
COMPOSITION: Made out of plastic, glass, aluminum, paper (similar materials)	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density (small, smooth, light)	
COMPARISON: You can also eat desserts (ice cream) from them. Can be broken very easily	
OTHER	
SIMILARITIES SUBTOTAL ⟶	833 ________

14.	866	1 ☑ A	2 ☐ B	3 ☐ C
15.	867	1 ☐ A	2 ☐ B	3 ☑ C
16.	868	1 ☐ A	2 ☑ B	3 ☐ C
17.	869	1 ☑ A	2 ☐ B	3 ☐ C

NONPICTORIAL SCORE ⟶ 883 __________

18. PICTURE #24: car/truck	SCORE
PARTS: Car is enclosed; truck has open space. Truck does not have a back seat or trunk	
COMPOSITION: Trucks may have more wheels than a car, more metal is used.	
FUNCTION: You use trucks to carry heavy loads, cars to carry people.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Trucks are bigger and heavier. Cars smaller.	
COMPARISON: Trucks cost more. They are built differently. Trucks take more time to be assembled.	
OTHER:	
DIFFERENCE SUBTOTAL ⟶	884 __________

19. PICTURE #10: airplane/ship	
PARTS: Airplanes have wings; ships have bedrooms, beds, master helms, showers, dining rooms. Airplanes have wheels, cockpits.	
COMPOSITION: Some ships were made out of wood. Planes are made of a different material (metal).	
FUNCTION: Airplanes fly, ships can't (float). Airplanes can't float, will sink.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Ships are bigger, heavier	
COMPARISON: Airplanes take you places faster. Airplanes are noisier.	
OTHER:	
DIFFERENCE SUBTOTAL ⟶	886 __________

FORM ELPS-46 7.25.82

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

O.M.B. No. 1885-0801: Approval Expires September 30, 1982

P6			
	1a. Test number 11	1b. Control number	1c. Person number
	2. Time		
	Started __ __ : __ __ a.m. p.m.	Stopped __ __ : __ __ a.m. p.m.	

ENGLISH LANGUAGE PROFICIENCY STUDY

LM AND AI WRITTEN TEST CHILDREN AGE 11

FORM ELPS-11
(2-10-82)

COMPREHENSION

Read each story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

Jim got into his car to go to a party. He adjusted the position of the seat and buckled his seat belt. He put his key into the ignition, turned the key, but the engine wouldn't start. Jim looked under the hood but could find nothing wrong. Finally, he decided to call a mechanic who arrived with his tow truck. After the car was checked at the gas station, Jim was surprised to find that his car was out of gas.

21. Which of these things in the story did Jim do first?

311 A. He called a mechanic.

B. He looked under the hood of the car.

C. He adjusted his seat and buckled his seat belt.

22. What was the last thing Jim did before calling the mechanic?

312 A. He looked under the hood.

B. He put gas in the car.

C. He tried to turn on the ignition.

The Gentle Soap Company advertises a new soap that is milder than any other soap on the market today. Tests conducted in consumer laboratories prove Gentle Soap to be the mildest of all soaps tested on twelve babies. The mothers of these babies switched from their old brand of soap to milder Gentle Soap.

23. What will probably happen?

313 A. Other mothers will change soap brands.

B. The babies who tested Gentle Soap will develop a skin rash.

C. The test results will not be important to any mothers.

D. The other soap companies will suse Gentle Soap Company.

326	SCORE

CLOZE

Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

In the summer, it is ________.

A. hot B. cold C. far

"Hot" is the right word to go in the blank. In the summer, it is hot.

You should draw a circle around the A in front of "hot."

24. The wagon train crossed the ______________ desert.

339 A. rumored B. numerous C. burning

25. We hope the milk we spilled won't ______________ the rug.

340 A. strain B. pain C. stain

26. The cowboy sprained the ______________ in his leg.

341 A. ligate B. liniment C. ligament

363 SCORE

STOP

364 TEST DISCONTINUED SCORE

SYNONYMS

Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

SMALL

A. big B. little C. fast

"Little" means the same as "Small," so draw a circle around the B in front of "little."

27. BURGLAR

378 A. sandwich B. thief C. porter D. driver

28. PERMIT

379 A. refuse B. lose C. allow D. send

29. SURRENDER

380 A. relinquish B. conquer C. strike D. battle

30. PROVOKE

381 A. annoy B. forgive C. praise D. weight

380 SCORE

SEQUENCE

Read all five of the sentences below. These sentences will tell a story when they are placed in the right order. Write the number "1" before the sentence that should come first. Write the number "2" before the sentence that should come next, and so on. Continue until you have completed the story.

A NIGHT FIRE

31. 401 _____ My father phoned the fire department, then gave Mother our rope ladder.

32. 402 _____ At 3 A.M. yesterday morning, our dog started barking and Father smelled smoke.

33. 403 _____ Mother threw our rope ladder out the window.

34. 404 _____ As we reached the ground, we heard the fire engines racing to our home.

35. 405 _____ My sister and I climbed down.

STOP

424 SCORE

IDIOMATIC EXPRESSION

Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

(EXAMPLE)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean?

A. returned B. decided C. remembered

The correct answer is "decided." Draw a circle around the B in front of "decided."

36. Your best friend tells you that he smells a rat in the trade that Joe has offered to you. Joe wants to trade you his bicycle for your softball glove.

The underlined expression means your best friend —

433 A. suspects there is something wrong in Joe's offer.
B. believes that the trade offered to you by Joe is a good one.
C. is calling Joe a rat.
D. is helping Joe to make the trade.

STOP

442 SCORE

ANTONYMS

Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

DOWN

A. big B. under C. up

"Up" means the opposite of "down," so draw a circle around the C in front of "up."

37. ACCURATE

465 A. right B. orderly C. straight D. incorrect

38. PROMOTE

466 A. pass B. advance C. fail D. encourage

39. KEEN

467 A. eager B. sharp C. astute D. dull

40. FURIOUS

468 A. savage B. wild C. fury D. tender

STOP

474 SCORE

PUNCTUATION

These sentences have blanks in them, or words left out. You are to find the right way to punctuate the part of the sentence that goes in the blank. Read each sentence, then read the choices which follow each sentence. Find the choice that shows the right way to punctuate the part of the sentence that goes in the blank. For each sentence, only one choice is correct. The other choices are wrong. Find the correct choice, and circle the letter in front of it.

(EXAMPLE)

I like to ________

A. eat. B. eat C. eat,

The correct answer is A, because there is a period after "eat." Circle A.

41. "Mark could play the piano when he was only ________________ his teacher.

401 A. four" exclaimed
B. four!" exclaimed
C. four", exclaimed
D. four;" exclaimed

42. ________________ waved to his friend, who was leaving on the train.

402 A. Unhappily, Tom
B. Unhappily Tom
C. Unhappily; Tom

43. We were married on________________.

403 A. June 26, 1965
B. June, 26, 1965
C. June, 26 1965

CONTINUE ON THE NEXT PAGE

PUNCTUATION – Continued

44. Robert ______________ you have the book I need?"

484 A. asked, "Do

B. asked "Do

C. asked, Do

45. Mary ________________ you going with us tonight?"

485 A. said, "Sue, are

B. said "Sue are

C. said. "Sue, are

46. ________________ you send the letter to the right address?

486 A. James did

B. James. did

C. James, did

47. Cowboys and cowgirls ride ________________ is a small, untamed Western horse.

487 A. broncos A bronco

B. broncos, A bronco

C. broncos; A bronco

D. broncos. A bronco

STOP

511 SCORE

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AGE 12 TESTS

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AGE 12

EXAMINER'S TEST BOOKLET

The Language Measurement and Assessment Inventories for the Children's English and Services Study

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ORAL SECTION

WORD RECOGNITION

This section measures the child's ability to recognize, or read, printed English words.

RECORDING: The Answer Sheet lists each word. If the word is correctly read, circle the 1 next to the word; if the word is not correctly read, circle the zero.

SCORING: Score 1 if correct, 0 if incorrect.

IMPORTANT: Allowance is to be made for the child's pronunciation of English sounds. For instance, if the child pronounces "LOOK" to sound like "LUKE," credit is given, because the U sound in LUKE is a common way in which speakers of other languages pronounce the OO sound in LOOK. However, "LICK" or "LACK" would not receive credit.

DISCONTINUE

If the child misses the first five items on this section, discontinue Word Recognition and go to the next section, Comprehension.

If the child gets any of the first five items correct, administer the entire Oral Test.

Maximum score on this section: 7 Items: 1-7

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some words. I want you to read each word out loud. Some of the words may be new to you. Try to read every word, even if you don't know what it means--OK? Let's do the first word together.

(EXAMPLE)

Show the child the sample word from the word list. Say This word is "go." Now you say "go." Encourage the child to do so.

(TEST STARTS HERE.)

Show the first word on the word list and say What is this word?

If the child reads the word correctly, say That's right the word is "launch."

Then continue with the test.

If the child does not respond correctly, say Listen to me say it. The word is "launch."

Then continue with the test.

Do not correct the child's mistakes from this point.

Show each word for only two seconds. If the child has not begun to respond, say That's all right. Let's try the next one, and proceed.

(WORD LIST)

1. LAUNCH
2. MISERABLE
3. GLISTEN
4. WITNESS
5. SCARLET
6. INITIAL
7. PATIENCE

COMPREHENSION

This task measures the child's ability to understand simple stories.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

DISCONTINUE

If the child obtained no points on Word Recognition and obtains no points on Comprehension, discontinue the Oral Test.

If the child obtains at least one point on either Word Recognition or Comprehension, give the entire Oral Test.

Maximum score on this section: 4 Items: 8-11

DIRECTIONS FOR ADMINISTRATION

(TEST STARTS HERE.)

Say to the child Now I'm going to read you some stories. Then I will ask you some questions about the stories. I can read the story only one time, so listen carefully so you will remember the story.

Read each story to the child, then ask the questions after each story.

The junior high school class raised money during the school year to go on a class trip in June. After several fund-raising activities, the class invited a travel agent to school to discuss possible places they might visit. After much discussion, the class finally decided to visit Mexico City, and the travel agent assisted them in making airline and hotel reservations. Some of the local residents who had visited Mexico talked to the class about some of the exciting experiences they would enjoy.

8. What was the first step in going on the class trip?

   A. Talking to the travel agent.

   B. Talking to the local residents who had visited Mexico.

   C. Raising money for the trip.

Juanito had a fine pony named Pancho. They were inseparable. Every free day that Juanito had, he would mount his pony and race to the hills near his village, where he would always have a sense of peace and freedom. He would often feel that the whole world was theirs, for seldom did he see any living creatures except the birds that flew over them.

9. Why did Juanito enjoy racing his pony Pancho to the hills?

   A. Because he liked to hear the birds sing while he worked.

   B. Because he liked to sail and fish in the lake.

   C. Because he would feel a sense of peace and freedom there.

One sunny day in the early spring, Juanito mounted his pony Pancho, and headed for the hills. About two hours after their departure they arrived at Juanito's favorite spot. He dismounted from his pony and tied him to a tree limb close to the boulder where he usually sat. He removed his jacket and hat, sat on the boulder, and began admiring the beautiful trees which were just beginning to turn green. Suddenly, he heard a crunching noise, a noise that sounded like the breaking of branches from a falling tree. Chills began to run all over Juanito's body. He became momentarily immobile. The pony, frightened by the noise, pulled himself loose and headed toward the village.

10. Which of these things in the story did Juanito do first?

    A. He removed his jacket and hat and sat on his favorite boulder.

    B. He heard a crunching noise that sounded like the breaking of branches and began to run.

    C. He mounted his pony and headed for the hills and his favorite spot.

11. In the story, what is the last thing that happened?

    A. Chills began to run all over Juanito's body and he became immobile.

    B. Pancho, frightened by the noise, pulled himself loose and left.

    C. Juanito sat on a boulder to admire the beautiful trees which were turning green.

VERBAL FLUENCY

SIMILARITIES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains up to six response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks per category as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Transfer the child's score on each item to the Similarities Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No Maximum Items: 12-13

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some pictures of things. Then I want you to look at them and tell me in what ways they are alike, how they are the same.

(EXAMPLE)

Let me give you an example first. Show the child picture number 1 (boy and girl with ball, boy and girl with kite). Look at this picture and tell me some ways they are the same, how they are alike (pointing to each part of the picture).

If the child gives any kind of response indicating that they are children, or that they are playing or that they are outside, say That's right! They are children, and they are playing outside. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are not alike, tell the child They are children and they are playing outside.

Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

12. Show the child picture number 19 (light bulb and candle).
    Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

13. Show the child picture number 15 (cup and glass).
    Say Look at this picture. Tell me some ways these things are alike, how they are the same.

CORRECT USAGE (NON-PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter that represents the response given by the child.

SCORING: 1 point for a correct choice.

Maximum score on this section: 3 Items: 14-16

DIRECTIONS FOR ADMINISTRATION

Say to the child Now I want you to listen to some sentences. I will read three sentences, but only one of them is correct, or right. Listen carefully when I read them. Let me read all three before you tell me which is correct.

Read the sentences at normal conversational speed. Pause a few moments after each sentence. You may read the sentences twice and only twice. The child is to respond after the first or during/after the second reading.

(EXAMPLE)

Let me give you an example first. Listen to these sentences.

A. She walking to school.

B. She is walking to school.

C. She walk to school.

Which sentence is right?

If the child gives the correct response, say That's right! The correct way is "She is walking to school." Then continue with the test, reading the sentences in the same manner.

If the child's answer is incorrect, say The right way is "She is walking to school." Can you say that? Encourage the child to say it. Then continue with the test, reading the sentences in the same manner.

14. A. My teacher said we shan't talk in class.

B. My teacher said we shouldn't talk in class.

C. My teacher said we doesn't talk in class.

Which sentence is correct?

15. A. Lucy and Sherry done their best to raise funds for the school dance.

B. Lucy and Sherry doing their best to raise funds for the school dance.

C. Lucy and Sherry did their best to raise funds for the school dance.

Which sentence is correct?

16. A. When the referee announced his decision, the crowd shout angry.

B. When the referee announced his decision, the crowd shouted anger.

C. When the referee announced his decision, the crowd shouted angrily.

Which sentence is correct?

VERBAL FLUENCY

DIFFERENCES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Total score for an item is the number of correct responses.

Transfer the child's score on each item to the Differences Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No Maximum Items: 17-18

DIRECTIONS FOR ADMINISTRATION

Say to the child Now, I'm going to show you some more pictures, but this time I want you to look at them and tell me how they are different, how they are not the same.

(EXAMPLE)

Let me give you an example first. Look at this picture again (show picture 1 -- boy and girl with ball, boy and girl with kite). Now, tell me some ways they are not the same, how they are different. (Point to each part of the picture.)

If the child gives any kind of response indicating that one pair has a ball and the other a kite, or that one of the girls has long hair, say That's right. See, these children have a ball and these have a kite. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are the same, tell the child Look. They are different. These children have a ball, but these children have a kite. Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

17. Show the child picture number 24 (car and truck).

    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

18. Show the child picture number 10 (airplane and ship).

    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

AFTER COMPLETING THE ORAL TEST, THE EXAMINER SHOULD:

--- Thank or praise the child for cooperation and effort thus far

--- Ask if the child wants a break

--- Introduce the written test by saying:

> So far, I've read all the questions to you. Now, I'm going to give you some stories and other things for you to read. (Hand child written booklet)
>
> Instead of telling me the answers, you'll make your answers in this booklet. (Hand child a pencil)

--- Begin the Written test

WRITTEN SECTION

COMPREHENSION

This section measures the child's ability to read and understand the main ideas of stories.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-5 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtains no points on this section, administer the next section, Cloze, and follow discontinuation instructions there.

If the child obtains at least one point on this section, give the entire Written Test.

Maximum score on this section: 4

Items: 20-23

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the "Directions For Use," questions, and alternatives, as appropriate.

INSTRUCTIONS: These "Directions For Use" are from a box of "Super Cough Drops." Read the directions carefully and then answer the questions about them. Circle the letter in front of the correct answer to each question.

If the child doesn't seem to understand, or does not respond after 60 seconds, re-read the instructions.

If the child asks what words mean or similar questions, say See if you can figure it out.

After the child has completed item 20, say OK. Now you read these instructions (point) to yourself whie I read them out loud. Then read the instructions to the child, pointing to the stories, questions, and alternatives, as appropriate.

INSTRUCTIONS: Read each story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

CLOZE

This section measures the child's ability to interpret or infer meaning from sentence structure.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-5 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtained no points on Comprehension and obtains no points on this section, discontinue the Written Test.

If the child obtains at least one point on either Comprehension or Cloze, give the entire Written Test.

Maximum score on this section: 7 Items: 24-30

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

For instance, look at this sentence. (Point to the Example in the test booklet.)

In the summer, it is _______.

What word goes best in the blank? Wait for the child's response.

Whatever the child says, say "Hot" is the right word to go in the blank.

In the summer, it is hot. You should draw a circle around the A in front of "hot." Encourage the child to do so.

Now do these. (Point to the items.)

SYNONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-5 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 3 Items: 31-33

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

For instance (point to the Example in the test booklet), SMALL is the underlined word. Which of these words (point) means the same as "small." Whatever the child says, say "Little" means the same as "small," so draw a circle around the B in front of "little." Encourage the child to do so.

Now, you do the rest. (Point to the items.)

If the child asks what the words mean, say You try to figure that out.

SEQUENCE

This section measures the child's ability to place written material in logical sequence.

RECORDING: The child's response in the test booklet will consist of a number (1, 2, etc.) in a response blank, for each item. The examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-5 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 6 Items: 34-39

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the paragraphs and the blanks.

INSTRUCTIONS: Now, here are six paragraphs. They tell a story when they are placed in the right order. Write the number "1" before the paragraph that should come first. Write the number "2" before the paragraph that should come next, and so on. Continue until you have completed the story.

IDIOMATIC EXPRESSION

This section measures the child's understanding of idioms used in the English language.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-5 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 2 Items: 40-41

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the underlined words and the alternatives.

INSTRUCTIONS: Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

(EXAMPLE)

For instance, read the sentence. (Point to the Example in the booklet.)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean? Does it mean "returned," or does it mean "decided," or does it mean "remembered"?

Wait for the child to respond. Whatever the child says, say The correct answer is "decided." Draw a circle around the B in front of "decided." Encourage the child to do so.

Now do these. (Point to the items.)

ANTONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-5 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 5 Items: 42-46

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

For instance (point to the Example in the test booklet), DOWN is the underlined word. Which of these words (point) is the opposite of "down?" Whatever the child says, say "Up" means the opposite of down, so draw a circle around the C in front of "up." Encourage the child to do so.

Now you do the test. (Point to the items.)

If the child asks what a word means, say You try to figure that out.

PUNCTUATION

This section measures the child's knowledge of basic rules of punctuation.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-5 of the Interviewer's Manual.

SCORING: score 1 if correct, 0 if incorrect.

Maximum score on this section: 3 Items: 47-49

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the paragraph, the underlined portions, and to the alternatives below the paragraph.

INSTRUCTIONS: Read the paragraph which follows. Parts of it are underlined and numbered. You are to find the correct punctuation and capitalization of the underlined parts. Below the paragraph are possible ways of punctuating or capitalizing the underlined parts, numbered in the same way as the parts in the paragraph. For each numbered part, select the one correct way of punctuating or capitalizing that part, and circle the letter in front of that number.

P3

O M B No 1885-0501 Approval Expires September 30 1982

FORM ELPS-47
(2 20-82)

U S DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

ORAL TEST SCORING SHEET — AGE 12

THE LANGUAGE MEASUREMENT AND ASSESSMENT INVENTORIES
(LM AND A I)
ENGLISH LANGUAGE PROFICIENCY STUDY

1a. Test number	1b. Control number	1c. Person number
47		

2. Time

Started ____ ____ ____ ____ a.m. p.m.

Stopped ____ ____ ____ ____ a.m. p.m.

		RIGHT	WRONG
1. launch	748	1	0
2. miserable	749	1	0
3. glisten	750	1	0
4. witness	751	1	0
5. scarlet	752	1	0
6. initial	753	1	0
7. patience	754	1	0

WORD RECOGNITION SCORE
(Enter number of "1's") → 769 ________

8.	796	1 ☐ A	2 ☐ B	3 ☐ C
9.	797	1 ☐ A	2 ☐ B	3 ☐ C
10.	798	1 ☐ A	2 ☐ B	3 ☐ C
11.	799	1 ☐ A	2 ☐ B	3 ☐ C

COMPREHENSION SCORE → 808 ________

TEST DISCONTINUED SCORE → 809 ________

12. **PICTURE #19: candle/bulb**	SCORE
LABELS **Illumination, lighting.**	
MAJOR PARTS **Filament and wick, both have a base.**	
FUNCTION: **Give light.**	
PHYSICAL CHARACTERISTICS **Size, density, weight, texture, brightness.**	
COMPARISON: **Use both in the dark or at night. Both can burn you. Both are bright.**	
OTHER:	
SIMILARITIES SUBTOTAL →	832 ________

13. **PICTURE #15: cup/glass**	
LABEL Containers	
PARTS Both have rims and borders	
COMPOSITION Made out of plastic, glass, aluminum, paper (similar materials)	
FUNCTIONS Used for drinking liquids (juice, water, milk, coke)	
PHYSICAL CHARACTERISTICS Size, texture, weight, density (small, smooth, light)	
COMPARISON You can also eat desserts (ice cream) from them. Can be broken very easily	
OTHER	
SIMILARITIES SUBTOTAL →	833 ________

14. 870 1 ☐ A [✓ 2 ☐ B] 3 ☐ C

15. 871 1 ☐ A 2 ☐ B [✓ 3 ☐ C]

16. 872 1 ☐ A 2 ☐ B [✓ 3 ☐ C]

NONPICTORIAL SCORE ——→ 883 ____________

17. **PICTURE #24: car/truck**	SCORE
PARTS: Car is enclosed, truck has open space. Truck does not have a back seat or trunk	
COMPOSITION: Trucks may have more wheels than a car, more metal is used.	
FUNCTION: You use trucks to carry heavy loads, cars to carry people.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Trucks are bigger and heavier. Cars smaller	
COMPARISON: Trucks cost more. They are built differently; trucks take more time to be assembled.	
OTHER:	
DIFFERENCES SUBTOTAL ——→	884 ____________
18. **PICTURE #10: airplane/ship**	
PARTS: Airplanes have wings; ships have bedrooms, beds, master helms, showers, dining rooms. Airplanes have wheels, cockpits.	
COMPOSITION: Some ships were made out of wood. Planes are made of a different material (metal).	
FUNCTION: Airplanes fly, ships can't (float). Airplanes can't float, will sink.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Ships are bigger, heavier	
COMPARISON: Airplanes take you places faster. Airplanes are noisier	
OTHER:	
DIFFERENCES SUBTOTAL ——→	885 ____________

[illegible]

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

O.M.B. No. 1885-0501: Approval Expires September 30, 1982

P8	**1a. Test number** 12	**1b. Control number**	**1c. Person number**
	2. Time		
	Started __ __ : __ __ a.m. p.m.		**Stopped** __ __ : __ __ a.m. p.m.

ENGLISH LANGUAGE PROFICIENCY STUDY

LM AND AI WRITTEN TEST CHILDREN AGE 12

FORM ELPS-12
(2-18-82)

COMPREHENSION

These "Directions For Use" are from a box of "Super Cough Drops." Read the directions carefully and then answer the questions about them. Circle the letter in front of the correct answer to each question.

DIRECTIONS FOR USE

Age 12 and over, take only one drop at a time, let it dissolve slowly in the mouth, take no more than 12 drops each day. Ages 3—12, take only one drop at a time, let it dissolve slowly in the mouth, take no more than 1 drop each hour, and take no more than 6 drops each day. Do not exceed recommended dosage.

20. Which directions apply to your father?

314 A. 1 drop every half hour.

B. 2 drops, dissolve slowly.

C. No more than 6 drops daily.

D. No more than 12 drops daily.

Read each story then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

Today, Mary is wearing a new dress, but wants new jeans. Her friend, Sara, is wearing a new coat, but wants a jeans jacket. By contrast, Ellen is wearing new leather shoes, but wants earth shoes.

21. What can be concluded from the above?

316 A. All three girls are wearing new dresses, coats, or shoes.

B. Each girl is wearing something new but would like something else.

C. Mary, Sara, and Ellen like their new clothes.

D. Mary, Sara, and Ellen are not interested in clothes.

CONTINUE ON THE NEXT PAGE

COMPREHENSION – Continued

The father is cleaning up his boat that is moored to a wharf at the marina. The mother is holding her three-year-old daughter as she stands on the wooden wharf. Since the wharf boards are quite old, the boards break under the weight of mother and daughter. They fall into water that is about four feet deep.

22. What will probably happen next?

316 A. The father will inspect the boards that broke.

B. The father will run to a telephone booth and call the fire department.

C. The father will hear a crack and a splash and will jump in the water to rescue them.

D. The father will move his boat out of the marina.

A newspaper recently announced that it will change from an eight column page to a six column page for news reporting. Because of this change, each news column will be wider. At the same time, the newspaper's advertising sections will also change from an eight column page to a nine column page. This will increase the amount of advertising, but the cost of advertising will not change.

23. Which of the following points is not stated above?

317 A. News columns will become wider.

B. The cost of advertising will increase by 25%.

C. The amount of advertising will increase.

D. Advertising sections will have nine columns per page.

STOP

326 SCORE ☐

CLOZE

Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

In the summer, it is ________.

A. hot B. cold C. far

"Hot" is the right word to go in the blank. In the summer, it is hot.

You should draw a circle around the A in front of "hot."

24. You are a ______________ baseball player than Pat.

342 A. best B. bested C. better D. bests

25. Frank is the most ______________ boy in school.

343 A. agreed B. agreeable C. procoed D. agreeably

26. The wagon train crossed the ______________ desert.

344 A. burning B. numeral C. rumored D. basting

27. The tiger had no teeth left. The tiger was ______________ .

345 A. toothless B. fulsome C. toothful D. truthful

28. The Boeing 747 taxied down the runway, and ____________ into the sky.

346 A. roared B. reared C. ranked D. razed

29. The cowboy sprained the ______________ in his leg.

347 A. ligate B. liniment C. reticent D. ligament

30. The physician was accused and convicted of ______________ .

348 A. superpractice B. malpractice C. mispractice D. postpractice

SCORE

363

STOP

TEST DISCONTINUED SCORE

364

SYNONYMS

Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

SMALL

A. big B. little C. fast

"Little" means the same as "Small," so draw a circle around the B in front of "little."

31. BURGLAR

382 A. sandwich B. thief C. porter D. driver

32. PERMIT

383 A. refuse B. lose C. allow D. send

33. CANAL

384 A. ocean B. lake C. river D. channel

STOP

380 SCORE

SEQUENCE

Next, here are six paragraphs. They tell a story when they are placed in the right order. Write the number "1" before the paragraph that should come first. Write the number "2" before the paragraph that should come next, and so on. Continue until you have completed the story.

ANTS

34. 406 _____ Finding none, he went to the nearest hardware store and purchased a bottle of chlordane. Once he had returned with the chemical, he read the instructions carefully.

35. 407 _____ The mixture of chlordane and water appeared to work adequately. Two days after the spraying no more ants were seen in the house.

36. 408 _____ The directions read: To kill spiders, roaches, ants, and most other crawling insects, mix a ratio of 2 tablespoons of chlordane to 1 gallon of water.

37. 409 _____ She went to Mr. Smith and apprised him of the situation. He searched all over the house for chlordane, a chemical used by exterminators.

38. 410 _____ Mr. Smith mixed the correct proportion of the chemical and water and sprayed the doorways, window ledges, cracks, and all around the base of the house.

39. 411 _____ Mrs. Smith spotted some ants in her home, and became concerned when she discovered them in the sugar bowl.

STOP

424

SCORE

IDIOMATIC EXPRESSION

Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

(EXAMPLE)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean?

A. returned B. decided C. remembered

The correct answer is "decided." Draw a circle around the B in front of "decided."

40. Jim is as straight as an arrow.

The underlined expression straight as an arrow means that Jim

434 A. likes to cheat.

B. is honest.

C. likes to shoot arrows.

D. has a hobby.

41. Your best friend tells you that he smells a rat in the trade that Joe has offered you. Joe wants to trade you his bicycle for your softball glove. The underlined expression smells a rat means your best friend

438 A. suspects there is something wrong in Joe's offer.

B. believes that the trade offered to you by Joe is a good one.

C. is calling Joe a rat.

D. is helping to make the trade.

STOP

442 SCORE

ANTONYMS

Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

DOWN

A. big B. under C. up

"Up" means the opposite of "down," so draw a circle around the C in front of "up."

42. ABANDON

459 A. accompany B. forget C. desert D. forsake

43. ASSEMBLE

460 A. gather B. disperse C. collect D. congregate

44. EXPOSE

461 A. disclose B. conceal C. exhibit D. display

45. PRESERVE

462 A. destroy B. maintain C. protect D. conserve

46. RECKLESS

463 A. wild B. careless C. responsible D. negligent

STOP

474 SCORE

PUNCTUATION

Read the paragraph which follows. Parts of it are underlined and numbered. You are to find the correct punctuation and capitalization of the underlined parts. Below the paragraph are possible ways of punctuating or capitalizing the underlined parts, numbered in the same way as the parts in the paragraph. For each numbered part, select the one correct way of punctuating or capitalizing that part, and circle the letter in front of that answer.

47 48
Crossing the American continent in a covered, wagon was a struggle many people died before they reached their destination. In the first place, disease spread rapidly throughout wagon trains, killing the weak and the young. Others perished because they could not
49
find much water as they crossed vast desert areas. Lastly in some places Indians attacked and killed the pioneers. The people who made it were truly the hardy ones.

47. 498 A. covered, wagon
B. covered wagon

48. 499 A. struggle. Many
B. struggle many
C. struggle, many

49. 500 A. Lastly in some places Indians
B. Lastly, in some places; Indians
C. Lastly, in some places, Indians
D. Lastly in some places, Indians

STOP

611

SCORE

U.S. GOVERNMENT PRINTING OFFICE 1982—[illegible]

AGE 13 TESTS

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AGE **13**

EXAMINER'S TEST BOOKLET

The Language Measurement and Assessment Inventories for the Children's English and Services Study

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ORAL SECTION

WORD RECOGNITION

This section measures the child's ability to recognize, or read, printed English words.

RECORDING: The Answer Sheet lists each word. If the word is correctly read, circle the 1 next to the word; if the word is not correctly read, circle the zero.

SCORING: Score 1 if correct, 0 if incorrect.

IMPORTANT: Allowance is to be made for the child's pronunciation of English sounds. For instance, if the child pronounces "LOOK" to sound like "LUKE," credit is given, because the U sound in LUKE is a common way in which speakers of other languages pronounce the OO sound in LOOK. However, "LICK" or "LACK" would not receive credit.

DISCONTINUE

If the child misses the first five items on this section, discontinue Word Recognition and go to the next section, Comprehension.

If the child gets any of the first five items correct, administer the entire Oral Test.

Maximum score on this section: 7 Items: 1-7

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some words. I want you to read each word out loud. Some of the words may be new to you. Try to read every word, even if you don't know what it means -- OK? Let's do the first word together.

(EXAMPLE)

Show the child the sample word from the word list. Say This word is "go." Now you say "go." Encourage the child to say "go."

(TEST STARTS HERE.)

Show the first word on the word list and say What is this word?

If the child reads the word correctly, say That's right. The word is "ember".

continue with the test.

If the child does not respond correctly, say Listen to me say it. The word is "ember."

Then continue with the test.

Do not correct the child's mistakes from this point.

Show each word for only two seconds. If the child has not begun to respond, say That's all right. Let's try the next one, and proceed.

(WORD LIST)

1. ember
2. magnet
3. forbid
4. gloat
5. leisure
6. paradise
7. guardian

COMPREHENSION

This task measures the child's ability to understand simple stories.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter that represents the response given by the child.

SCORING: 1 point for a correct choice.

DISCONTINUE

If the child obtains no points on Word Recognition and Comprehension, discontinue the Oral Test.

If the child obtains at least one point on either Word Recognition or Comprehension, give the entire Oral Test.

Maximum score on this section: 4 Items: 8-11

DIRECTIONS FOR ADMINISTRATION

(TEST STARTS HERE.)

Say to the child Now I'm going to read some stories. Then I will ask you some questions about the stories. I can read each story only one time, so listen carefully so you will remember the story.

Read each story to the child, then ask the questions after each story.

The junior high school class raised money during the school year to go on a class trip in June. After several fund-raising activities, the class invited a travel agent to school to discuss possible places they might visit. After much discussion, the class finally decided to visit Mexico City, and the travel agent assisted them in making airline and hotel reservations. Some of the local residents who had visited Mexico talked to the class about some of the exciting experiences they would enjoy.

8. What was the first step in going on the class trip?
   A. Talking to the travel agent.
   B. Talking to local residents who had visited Mexico.
   C. Raising money for the trip.

9. Who did the junior high school class talk to first?
   A. The travel agent.
   B. Other people who had visited Mexico.
   C. The custodian.

One sunny day in the early spring, Juanito mounted his pony Pancho, and headed for the hills. About two hours after their departure they arrived at Juanito's favorite spot. He dismounted from his pony and tied him to a tree limb close to the boulder where he usually sat. He removed his jacket and hat, sat on the boulder, and began admiring the beautiful trees which were just beginning to turn green. Suddenly, he heard a crunching noise, a noise that sounded like the breaking of branches from a falling tree. Chills began to run all over Juanito's body. He became momentarily immobile. The pony, frightened by the noise, pulled himself loose and headed toward the village.

10. Which of these things in the story did Juanito do first?
    - A. He removed his jacket and hat and sat on his favorite boulder.
    - B. He heard a crunching noise that sounded like the breaking of branches and began to run.
    - C. He mounted his pony and headed for the hills and his favorite spot.

11. In the story, what is the last thing that happened?
    - A. Chills began to run all over Juanito's body and he became immobile.
    - B. Pancho, frightened by the noise, pulled himself loose and left.
    - C. Juanito sat on a boulder to admire the beautiful trees which were turning green.

VERBAL FLUENCY

SIMILARITIES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks per category as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Total score for an item is the number of correct responses.

Transfer the child's score on each item to the Similarities section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No maximum Items: 12-13

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some pictures of things. Then I want you to look at them and tell me in what ways they are alike, how they are the same.

(EXAMPLE)

Let me give you an example first. Show the child picture number 1 (boy and girl with ball, boy and girl with kite.) Look at this picture and tell me some ways they are the same, how they are alike (pointing to each part of the picture).

If the child gives any kind of response indicating that they are children, or that they are playing or that they are outside, say That's right! They are children, and they are playing outside. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are not alike, tell the child They are children and they are playing outside.

Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

12. Show the child picture 19 (light bulb and candle).
    Say Look at this picture. Tell me some ways these two things are alike, how they are the same.
13. Show the child picture 15 (cup and glass).
    Say Look at this picture. Tell me some ways these things are alike, how they are the same.

CORRECT USAGE (NON-PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

Maximum score on this section: 4 Items: 14-17

DIRECTIONS FOR ADMINISTRATION

Say to the child Now I want you to listen to some sentences. I will read three sentences, but only one of them is correct, or right. Listen carefully when I read them. Let me read all three before you tell me which is correct.

Read the sentences at normal conversational speed. Pause a few moments after each sentence. You may read the sentences twice and only twice. The child is to respond after the first or during/after the second reading.

(EXAMPLE)

Let me give you an example first. Listen to these sentences.

A. She walking to school.

B. She is walking to school.

C. She walk to school.

Which sentence is right? (Read them again.)

If the child gives the correct response, say That's right! The correct way is "She is walking to school." Then continue with the test, reading the sentences in the same manner.

If the child's answer is incorrect, say The right way is "She is walking to school." Can you say that? Encourage the child to say it. Then continue with the test, reading the sentences in the same manner.

14. A. My sister will presses my dress so that I can wear it tonight.

B. My sister would pressed my dress so that I can wear it tonight.

C. My sister will press my dress so that I can wear it tonight.

Which sentence is correct?

15. A. The spacecraft will carry the Astronaut very high above the earth.

B. The spacecraft would carry the Astronaut very higher above the earth.

C. The spacecraft will carry the Astronaut very higher above the earth.

Which sentence is correct?

16. A. Amber, my dog, have bit my neighbor's hand.

B. Amber, my dog, has bitten my neighbor's hand.

C. Amber, my dog, has bite my neighbor's hand.

Which sentence is correct?

17. A. When the referee announced his decision, the crowd shout angry.

B. When the referee announced his decision, the crowd shouted anger.

C. When the referee announced his decision, the crowd shouted angrily.

Which sentence is correct?

VERBAL FLUENCY

DIFFERENCES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet. For each item, select the checklist which corresponds to that item. Each check list contains up to five response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response. Total score for an item is the number of correct responses. Transfer the child's score on each item to the Differences Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No maximum Items: 18-19

DIRECTIONS FOR ADMINISTRATION

Say to the child Now, I'm going to show you some more pictures, but this time I want you to look at them and tell me how they are different, how they are not the same.

(EXAMPLE)

Let me give you an example first. Look at this picture again (show picture 1 -- boy and girl with ball, boy and girl with kite). Now, tell me some ways they are not the same, how they are different. (Point to each part of the picture.)

If the child gives any kind of response indicating that one pair has a ball and the other a kite, or that one of the girls has long hair, say That's right! See, these children have a ball and these have a kite. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are the same, tell the child Look. They are different. These children have a ball, but these children have a kite. Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

18. Show the child picture number 24 (car and truck).
    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

19. Show the child picture number 10 (airplane and ship)
    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

AFTER COMPLETING THE ORAL TEST, THE EXAMINER SHOULD:

--- Thank or praise the child for cooperation and effort thus far

--- Ask if the child wants a break

--- Introduce the written test by saying:

> So far, I've read all the questions to you. Now, I'm going to give you some stories and other things for you to read. (Hand child written booklet)
>
> Instead of telling me the answers, you'll make your answers in this booklet. (Hand child a pencil)

--- Begin the Written test

WRITTEN SECTION

COMPREHENSION

This section measures the child's ability to read and understand the main ideas of stories.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-6 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtains no points on this section, administer the next section, Cloze, and follow discontinuation instructions there.

If the child obtains at least one point on this section, give the entire Written Test.

Maximum score on this section: 4 Items: 21-24

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the stories, questions, and alternatives, as appropriate.

INSTRUCTIONS: Read each story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

If the child doesn't seem to understand, or does not respond after 60 seconds, re-read the instructions.

If the child asks what words mean or similar questions, say See if you can figure it out.

After the child completes item 22, say OK. Now, you can read these instructions (point) to yourself while I read them out loud. Then, read the instructions to the child, pointing to the "Directions For Use" and questions, as appropriate.

INSTRUCTIONS: These "Directions For Use" are from a box of "Super Cough Drops." Read the directions carefully and then answer the questions that follow. Circle the letter in front of the correct answer to each question.

CLOZE

This section measures the child's ability to interpret or infer meaning from sentence structure.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-6 in the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtained no points on Comprehension and obtains no points on this section, discontinue the Written Test.

If the child obtains at least one point on either Comprehension or Cloze, give the entire Written Test.

Maximum score on this section: 7 Items: 25-31

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

For instance, look at this sentence. (Point to the Example in the test booklet).

In the summer, it is _________.

What word goes best in the blank? Wait for the child's response.

Whatever the child says, say "Hot" is the right word to go in the blank. In the summer, it is hot. You should draw a circle around the A in front of "hot." Encourage the child to do so.

Now do these. (Point to the items.)

SYNONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-6 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 2 Items: 32-33

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

For instance (point to the Example in the test booklet), SMALL is the underlined word. Which of these words (point) means the same as "Small?" Whatever the child says, say "Little" means the same as "Small," so draw a circle around the B in front of "little." Encourage the child to do so.

Now, you do the rest. (Point to the items.)

If the child asks what the words mean, say You try to figure that out.

SEQUENCE

This section measures the child's ability to place written material in logical sequence.

RECORDING: The child's response in the test booklet will consist of a number (1, 2, etc.) in a response blank, for each item. The examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-6 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 6 Items: 34-39

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the paragraphs and the blanks.

INSTRUCTIONS: Now, here are six paragraphs. They tell a story when they are placed in the right order. Write the number "1" before the paragraph that should come first. Write the number "2" before the paragraph that should come next, and so on. Continue until you have completed the story.

IDIOMATIC EXPRESSION

This section measures the child's understanding of idioms used in the English language.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-6 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 3 Items: 40-42

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. When reading, point to the underlined words and the alternatives.

INSTRUCTIONS: Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

(EXAMPLE)

For instance, read this sentence. (point to the Example in the booklet.)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean? Does it mean "returned," or does it mean "decided," or does it mean "remembered"?

Wait for the child to respond. Whatever the child says, say The correct answer is "decided." Draw a circle around the B in front of "decided."

Encourage the child to do so.

Now do these. (Point to the items.)

ANTONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-6 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Total score on this section is obtained by counting the number of underlined alternatives circled. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: 6 Items: 43-48

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

For instance (point to the Example in the test booklet), DOWN is the underlined word. Which of these words (point) means the opposite of "down?" Whatever the child says, say "Up" means the opposite of "down," so draw a circle around the C in front of "up." Encourage the child to do so.

Now you do the rest. (Point to the items.)

If the child asks what a word means, say You try to figure that out.

PUNCTUATION

This section measures the child's knowledge of basic rules of punctuation.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 5 Items: 49-53

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the paragraph, the underlined portions, and to the alternatives below the paragraph.

INSTRUCTIONS: Read the paragraph which follows. Parts of it are underlined and numbered. You are to find the correct punctuation and capitalization of the underlined parts. Below the paragraph are possible ways of punctuating or capitalizing the underlined parts, numbered in the same way as the parts in the paragraph. For each numbered part, select the one correct way of punctuating or capitalizing that part, and circle the letter in front of that answer.

P8

O M B No 1885-0501 Approval Expires September 30 1982

FORM **ELPS-48** (2-26-82) U.S. DEPARTMENT OF COMMERCE BUREAU OF THE CENSUS	1a. Test number 48	1b. Control number	1c. Person number
	2. Time		
	Started __ __ : __ __ a.m. p.m.	Stopped __ __ __ __ a.m. p.m.	

ORAL TEST SCORING SHEET — AGE 13

THE LANGUAGE MEASUREMENT AND ASSESSMENT INVENTORIES

(LM AND A I)

ENGLISH LANGUAGE PROFICIENCY STUDY

		RIGHT	WRONG
1. ember	785	1	0
2. magnet	786	1	0
3. forbid	787	1	0
4. gloat	788	1	0
5. leisure	789	1	0
6. paradise	790	1	0
7. guardian	791	1	0

WORD RECOGNITION SCORE
(Enter number of "1's") ——→ 798 ________

8.	800	1 ☐ A	2 ☐ B	3 ☑ C
9.	801	1 ☑ A	2 ☐ B	3 ☐ C
10.	802	1 ☐ A	2 ☐ B	3 ☑ C
11.	803	1 ☐ A	2 ☑ B	3 ☐ C

COMPREHENSION SCORE ——→ 808 ________

TEST DISCONTINUED SCORE ——→ 809 ________

12. PICTURE #19: bulb/candle	SCORE
LABELS: Illumination, lighting.	
MAJOR PARTS: Filament and wick, both have a base.	
FUNCTION: Give light.	
PHYSICAL CHARACTERISTICS: Size, density, weight, texture, brightness.	
COMPARISON: Use both in the dark or at night. Both can burn you. Both are bright	
OTHER:	
SIMILARITIES SUBTOTAL ——→	832 ________

13. PICTURE #18: cup/glass	
LABEL: Containers.	
PARTS: Both have rims and borders.	
COMPOSITION: Made out of plastic, glass, aluminum, paper, similar materials.	
FUNCTIONS: Used for drinking liquids (juice, water, milk, coke).	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density (small, smooth, light).	
COMPARISON: You can also eat desserts (ice cream) from them. Can be broken very easily.	
OTHER	
SIMILARITIES SUBTOTAL ——→	833 ________

14. 873 1☐A 2☐B [✓ 3☐C]

15. 874 [✓ 1☐A] 2☐B 3☐C

16. 875 1☐A [✓ 2☐B] 3☐C

17. 876 1☐A 2☐B [✓ 3☐C]

NONPICTORIAL SCORE ——→ 883 ____________

18. PICTURE #24: car/truck	SCORE
PARTS. Car is enclosed, truck has open space. Truck does not have a back seat or trunk	
COMPOSITION: Trucks may have more wheels than a car, more metal is used.	
FUNCTION: You can use trucks to carry heavy loads, cars to carry people.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Trucks are bigger and heavier. Cars smaller.	
COMPARISON: Trucks cost more. They are built differently, trucks take more time to be assembled	
OTHER:	
DIFFERENCES SUBTOTAL ——→	884 ____________

19. PICTURE #10: airplane/ship	
PARTS. Airplanes have wings, ships have bedrooms, beds, master helms, showers, dining rooms. Airplanes have wheels, cockpits.	
COMPOSITION: Some ships were made out of wood. Planes are made of a different material (metal).	
FUNCTION: Airplanes fly, ships can't (float) Airplanes can't float, will sink.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density Ships are bigger heavier	
COMPARISON: Airplanes take you places faster. Airplanes are noisier.	
OTHER:	
DIFFERENCES SUBTOTAL ——→	885 ____________

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

O.M.B. No. 1888-0501: Approval Expires September 30, 1982

P6	1a. Test number 13	1b. Control number	1c. Person number
	2. Time		
	Started __ __ : __ __ a.m. p.m.	Stopped __ __ : __ __ a.m. p.m.	

ENGLISH LANGUAGE PROFICIENCY STUDY

LM AND AI WRITTEN TEST CHILDREN AGE 13

FORM ELPS-13
(2-16-82)

COMPREHENSION

Read each story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

Today, Mary is wearing a new dress, but wants new jeans. Her friend, Sara, is wearing a new coat, but wants a jeans jacket. By contrast, Ellen is wearing new leather shoes but wants earth shoes.

21. What can be concluded from the above?

318 A. All three girls are wearing new dresses, coats, or shoes.
B. Each girl is wearing something new but would like something else.
C. Mary, Sara, and Ellen like their new clothes.
D. Mary, Sara, and Ellen are not interested in clothes.

The Gentle Soap Company advertises a new soap that is milder than any other soap on the market today. Tests conducted in consumer laboratories prove Gentle Soap to be the mildest of all soaps tested on twelve babies. The mothers of these babies switched from their old brand of soap to milder Gentle Soap.

22. What will probably happen?

319 A. Other mothers will change soap brands.
B. The babies who tested Gentle Soap will develop a skin rash.
C. The test results will not be important to any mothers.
D. The other soap companies will sue Gentle Soap Company.

CONTINUE ON THE NEXT PAGE

COMPREHENSION – Continued

These "Directions For Use" are from a box of "Super Cough Drops." Read the directions carefully and then answer the questions that follow. Circle the letter in front of the correct answer to each question.

DIRECTIONS FOR USE

Age 12 and over, take only one drop at a time, let it dissolve slowly in the mouth, take no more than 12 drops each day. Ages 3–12, take only one drop at a time, let it dissolve slowly in the mouth, take no more than 1 drop each hour, and take no more than 6 drops each day. Do not exceed recommended dosage.

23. How many cough drops may you give your 8 year old sister at 7 A.M.?

320 A. 1

B. 3

C. 6

D. 12

24. Which directions apply to your father?

321 **A. No more than 6 drops daily.**

B. No more than 12 drops daily.

C. 1 drop every half hour.

D. 2 drops, dissolve slowly.

STOP

328 **SCORE**

CLOZE

Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

In the summer, it is _______.

A. hot B. cold C. far

"Hot" is the right word to go in the blank. In the summer, it is hot.

You should draw a circle around the A in front of "hot."

25. John's father bought a brand new car at a bargain price.

The price of the car was very _______________ .

349 A. reasonable B. reasonous C. resourced D. reasoned

26. Jim and Sue often help with chores around the house.

They are very _______________ .

350 A. helping B. helpers C. helpless D. helpful

27. Track is a sport that is practiced in many countries.

Track is an _______________ sport.

351 A. intranational B. contranational C. postnational D. international

CONTINUE ON THE NEXT PAGE

CLOZE – Continued

28. Howling like a banshee, the huge jet racer ____________ across the finish line.

362 A. strolled B. scintillated C. strobe D. streaked

29. The physician was accused and convicted of ____________ .

363 A. malpractice B. postpractice C. mispractice D. superpractice

30. Joe felt that he would never be able to hit a baseball after he struck out.

You could safely say that Joe felt ____________ .

364 A. hopeful B. mobilized C. hopeless D. positive

31. The Madison Student Council meets every other week.

They meet ____________ .

365 A. weekly B. biweekly C. coweekly D. preweekly

363 SCORE

STOP

364 TEST DISCONTINUED SCORE

SYNONYMS

Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

SMALL

A. big B. little C. fast

"Little" means the same as "Small," so draw a circle around the B in front of "little."

32. RESOLVE

386 A. determine B. confuse C. puzzle D. complicate

33. RETAIN

386 A. withhold B. relief C. discharge D. release

STOP

390 SCORE

SEQUENCE

Here are six paragraphs. They tell a story when they are placed in the right order. Write the number "1" before the paragraph that should come first. Write the number "2" before the paragraph that should come next, and so on. Continue until you have completed the story.

ANTS

34. 412 _____ Finding none, he went to the nearest hardware store and purchased a bottle of chlordane. Once he had returned with the chemical, he read the instructions carefully.

35. 413 _____ The mixture of chlordane and water appeared to work adequately. Two days after the spraying no more ants were seen in the house.

36. 414 _____ The directions read: To kill spiders, roaches, ants, and most other crawling insects, mix a ratio of 2 tablespoons of chlordane to 1 gallon of water.

37. 415 _____ She went to Mr. Smith and apprised him of the situation. He searched all over the house for chlordane, a chemical used by exterminators.

38. 416 _____ Mr. Smith mixed the correct proportion of the chemical and water and sprayed the doorways, window ledges, cracks, and all around the base of the house.

39. 417 _____ Mrs. Smith spotted some ants in her home, and became concerned when she discovered them in the sugar bowl.

STOP

424 SCORE

IDIOMATIC EXPRESSION

Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

(EXAMPLE)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean?

A. returned B. decided C. remembered

The correct answer is "decided." Draw a circle around the B in front of "decided."

40. Mr. Rogers is not feeling up to par.

The underlined expression means that Mr. Rogers

436 A. feels very energetic.
B. is feeling less energetic than usual.
C. expects to play golf.
D. usually gets a low golf score.

41. John is as sharp as a razor today.

The underlined expression means that John

437 A. can cut someone very easily.
B. is thin and sharp.
C. can answer questions very rapidly.
D. is small and flexible.

42. As Mr. Allen departed from my father's company, he said, "I'll take a rain check."

The underlined expression means that Mr. Allen

438 A. will expect it later.
B. needs a check to get a raincoat.
C. will check the weather bureau for weather conditions.
D. expects a rainy day.

STOP

442

SCORE

ANTONYMS

Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

DOWN

A. big B. under C. up

"Up" means the opposite of "down," so draw a circle around the C in front of "up."

43. SANE
464 A. healthy B. irrational C. wise D. sensible

44. SHATTER
465 A. disintegrate B. scatter C. disperse D. unite

45. SOLITARY
466 A. single B. accompanied C. alone D. separate

46. REPEL
467 A. reject B. repulse C. resist D. accept

47. SUITABLE
468 A. qualified B. fit C. satisfactory D. inappropriate

48. DELICATE
469 A. fragile B. pleasant C. coarse D. dainty

STOP

474 SCORE

PUNCTUATION

Read the paragraph which follows. Parts of it are underlined and numbered. You are to find the correct punctuation and capitalization of the underlined parts. Below the paragraph are possible ways of punctuating or capitalizing the underlined parts, numbered in the same way as the parts in the paragraph. For each numbered part, select the one correct way of punctuating or capitalizing that part, and circle the letter in front of that answer.

49 50
Crossing the american continent in a covered wagon was a struggle many people
51
died before they reached their destination. In the first place, disease spread rapidly
52
throughout wagon trains killing the week and the young. Others perished because
they could not find much water as they crossed vest desert areas. Lastly, in some
53
places, Indians attacked and killed, the pioneers. The people who made it were
truly the hardy ones.

49. 501 A. american continent
B. American continent
C. American Continent
D. american Continent

50. 502 A. struggle. Many
B. struggle many
C. struggle, many

51. 503 A. died before
B. died. Before
C. died, before

52. 504 A. trains killing
B. trains; killing
C. trains, killing
D. trains. Killing

53. 505 A. killed, the
B. killed the
C. killed; the

STOP

511 SCORE

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AGES 14-18 TESTS

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AGE 14

EXAMINER'S TEST BOOKLET

The Language Measurement and Assessment Inventories for the Children's English and Services Study

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ORAL SECTION

WORD RECOGNITION

This section measures the child's ability to recognize, or read, printed English words.

RECORDING: The Answer Sheet lists each word. If the word is correctly read, circle the 1 next to the word; if the word is not correctly read, circle the zero.

SCORING: Score 1 if correct, 0 if incorrect.

IMPORTANT: Allowance is to be made for the child's pronunciation of English sounds. For instance, if the child pronounces "LOOK" to sound like "LUKE," credit is given, because the U sound in LUKE is a common way in which speakers of other languages pronounce the OO sound in LOOK. However, "LICK" or "LACK" would not receive credit.

DISCONTINUATION

If the child misses the first five items on this section, discontinue Word Recognition and go to the next section, Comprehension.

If the child gets any of the first five items correct, administer the entire Oral Test.

Maximum score on this section: 7 Items: 1-7

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some words. I want you to read each word out loud. Some of the words may be new to you. Try to read every word, even if you don't know what it means--OK? Let's do the first word together.

(EXAMPLE)

Show the child the sample word from the word list. Say This word is "go." Now you say "go." Encourage the child to do so.

(TEST STARTS HERE.)

Show the first word on the word list and say What is this word?

If the child reads the word correctly, say That's right the word is "hazard."

Then continue with the test.

If the child does not respond correctly, say Listen to me say it. The word is "hazard." Then continue with the test.

Do not correct the child's mistakes from this point.

Show each word for only two seconds. If the child has not begun to respond, say That's all right. Let's try the next one, and proceed.

(WORD LIST)

1. HAZARD
2. REHEARSE
3. RUTHLESS
4. GESTURE
5. FACULTY
6. SEQUENCE
7. BRAWL

COMPREHENSION

This task measures the child's ability to understand simple stories.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

DISCONTINUATION

If the child obtained no points on Word Recognition and obtains no points on Comprehension, discontinue the Oral Test.

If the child obtains at least one point on either Word Recognition or Comprehension, give the entire Oral Test.

Maximum score on this section: 4 Items: 8-11

DIRECTIONS FOR ADMINISTRATION

(TEST STARTS HERE.)

Say to the child Now I'm going to read a story. Then I will ask you some questions about the story. Listen carefully so you will remember the story.-- I can only read it once.

Read each story to the child, then ask the questions after each story.

The junior high school class raised money during the school year to go on a class trip in June. After several fund-raising activities, the class invited a travel agent to school to discuss possible places they might visit. After much discussion, the class finally decided to visit Mexico City, and the travel agent assisted them in making airline and hotel reservations. Some of the local residents who had visited Mexico talked to the class about some of the exciting experiences they would enjoy.

8. What was the first step in going on the class trip?
   - A. Talking to the travel agent.
   - B. Talking to local residents who had visited Mexico.
   - C. Raising money for the trip.

9. Who did the junior high school class talk to first?
   - A. The travel agent.
   - B. Other people who had visited Mexico.
   - C. The custodian.

Juanito had a fine pony named Pancho. They were inseparable. Every free day that Juanito had, he would mount his pony and race to the hills near his village, where he would always have a sense of peace and freedom. He would often feel that the whole world was theirs, for seldom did he see any living creatures except the birds that flew over them.

10. Why did Juanito enjoy racing his pony Pancho to the hills?
    - A. Because he liked to hear the birds sing while he worked.
    - B. Because he liked to sail and fish in the lake.
    - C. Because he would feel a sense of peace and freedom there.

One sunny day in the early spring, Juanito mounted his pony Pancho, and headed for the hills. About two hours after their departure they arrived at Juanito's favorite spot. He dismounted from his pony and tied him to a tree limb close to the boulder where he usually sat. He removed his jacket and hat, sat on the boulder, and began admiring the beautiful trees which were just beginning to turn green. Suddenly, he heard a crunching noise, a noise that sounded like the breaking of branches from a falling tree. Chills began to run all over Juanito's body. He became momentarily immobile. The pony, frightened by the noise, pulled himself loose and headed toward the village.

11. Which of these things in the story did Juanito do first?

    A. He removed his jacket and hat and sat on his favorite boulder.

    B. He heard a crunching noise that sounded like the breaking of branches and began to run.

    C. He mounted his pony and headed for the hills and his favorite spot.

VERBAL FLUENCY

SIMILARITIES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains up to six response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks per category as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Transfer the child's score on each item to the Similarities Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No Maximum　　Items: 12-13

DIRECTIONS FOR ADMINISTRATION

Say to the child I am going to show you some pictures of things. Then I want you to look at them and tell me in what ways they are alike, how they are the same.

(EXAMPLE)

Let me give you an example first. Show the child picture number 1 (boy and girl with ball, boy and girl with kite). Look at this picture and tell me some ways they are the same, how they are alike (pointing to each part of the picture).

If the child gives any kind of response indicating that they are children, or that they are playing or that they are outside, say That's right! They are children, and they are playing outside. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are not alike, tell the child They are children and they are playing outside. Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

12. Show the child picture number 19 (light bulb and candle).
    Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

13. Show the child picture number 15 (cup and glass).
    Say Look at this picture. Tell me some ways these two things are alike, how they are the same.

CORRECT USAGE (NON-PICTORIAL)

This task measures the child's understanding of basic grammatical rules.

RECORDING: The Answer Sheet lists the letter for all possible answers for each question. Mark (X) the box by the letter representing the response given by the child.

SCORING: 1 point for a correct choice.

Maximum score on this section: 5 Items: 14-19

DIRECTIONS FOR ADMINISTRATION

Say to the child Now I'm want you to listen to some sentences. I will read three sentences, but only one of them is correct, or right. Listen carefully when I read them. Let me read all three before you tell me which is correct.

Read the sentences at normal conversational speed. Pause a few moments after each sentence. You may read the sentences twice and only twice. The child is to respond after the first or during/after the second reading.

(EXAMPLE)

Let me give you an example first. Listen to these sentences.

A. She walking to school.

B. She is walking to school.

C. She walk to school.

Which sentence is right?

If the child gives the correct response, say That's right! The correct way is "She is walking to school." Then continue with the test, reading the sentences in the same manner.

If the child's answer is incorrect, say The right way is "She is walking to school." Can you say that? Encourage the child to say it. Then continue with the test, reading the sentences in the same manner.

14. A. The spacecraft will carry the Astronaut very higher above the earth.

B. The spacecraft would carry the Astronaut very higher above the earth.

C. The spacecraft will carry the Astronaut very high above the earth.

Which sentence is correct?

15. A. When the referee announced his decision, the crowd shout angry.

B. When the referee announced his decision, the crowd shouted anger.

C. When the referee announced his decision, the crowd shouted angrily.

Which sentence is correct?

16. A. When Ted's mother walked into his bedroom, she found him cleaning the hamster's cage busy.

B. When Ted's mother walked into his bedroom, she found him cleaning the hamster's cage busily.

C. When Ted's mother walked into his bedroom, she found he cleaning the hamster's cage busily.

Which sentence is correct?

17. A. My dogs doesn't like to go out on a rain day.

B. My dogs don't like to go out on a rainy day.

C. My dogs don't like to go out on a raining day.

Which sentence is correct?

18. A. My father has taken my brother to the dentist.

B. My father has took my brother to the dentist.

C. My father have taken my brother to the dentist.

Which sentence is correct?

19. A. Bill and Mary were baking the cake for their mother's birthday.

B. Bill and Mary were baked the cake for their mother's birthday.

C. Bill and Mary was baking the cake for their mother's birthday.

Which sentence is correct?

VERBAL FLUENCY

DIFFERENCES

These items measure the child's ability to express concepts in oral English.

RECORDING: See the Verbal Fluency Check Lists in the Answer Sheet. For each item, select the check list which corresponds to that item. Each check list contains response categories with sample responses of that type, plus an "other" category. As the child responds, check the box adjacent to the category heading. Make as many checks as the child gives responses. If unsure of the appropriate category, check the "other" box.

SCORING: 1 point for each correct response.

Total score for an item is the number of correct responses.

Transfer the child's score on each item to the Differences Section of the Answer Sheet. Total score for this section is the number of correct responses on all items. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: No Maximum Items: 20-21

DIRECTIONS FOR ADMINISTRATION

Say to the child Now, I'm going to show you some more pictures, but this time I want you to look at them and tell me how they are different, how they are not the same.

(EXAMPLE)

Let me give you an example first. Look at this picture again (show picture 1 -- boy and girl with ball, boy and girl with kite). Now, tell me some ways they are not the same, how they are different. (Point to each part of the picture.)

If the child gives any kind of response indicating that one pair has a ball and the other a kite, or that one of the girls has long hair, say That's right. See, these children have a ball and these have a kite. Then go to the first item.

If the child does not respond, go over the directions and the example again.

If the child gives an incorrect answer, or says they are the same, tell the child Look. They are different. These children have a ball, but these children have a kite. Then go to the first item.

Each picture should be shown to the child for 25 seconds. If the child does not respond after 10 seconds, repeat the question. If the child has not responded after 15 more seconds, go to the next item. Maximum exposure for each picture is 25 seconds.

(TEST STARTS HERE.)

20. Show the child picture number 24 (car and truck).

    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

21. Show the child picture number 10 (airplane and ship)

    Say Look at this picture. Tell me some ways these two things are different, how they are not the same.

AFTER COMPLETING THE ORAL TEST, THE EXAMINER SHOULD:

--- Thank or praise the child for cooperation and effort thus far

--- Ask if the child wants a break

--- Introduce the written test by saying:

> So far, I've read all the questions to you. Now, I'm going to give you some stories and other things for you to read. (Hand child written booklet)
>
> Instead of telling me the answers, you'll make your answers in this booklet. (Hand child a pencil)

--- Begin the Written test

WRITTEN SECTION

COMPREHENSION

This section measures the child's ability to read and understand the main ideas of stories.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-7 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtains no points on this section, administer the next section, Cloze, and follow discontinuation instructions there.

If the child obtains at least one point on this section, give the entire Written Test.

Maximum score on this section: 4 Items: 23-26

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the stories, questions, and alternatives, as appropriate.

INSTRUCTIONS: Read each story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

If the child doesn't seem to understand, or does not respond after 60 seconds, re-read the instructions.

If the child asks what words mean or similar questions, say See if you can figure it out.

CLOZE

This section measures the child's ability to interpret or infer meaning from sentence structure.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-7 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

DISCONTINUE

If the child obtained no points on Comprehension and obtains no points on this section, discontinue the Written test.

If the child obtains at least one point on either Comprhension or Cloze, give the entire Written Test.

Maximum score on this section: 7 Items: 27-33

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the sentences, blanks, and alternatives.

INSTRUCTIONS: Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

For instance, look at this sentence. (Point to the Example in the test booklet.)

In the summer, it is ______.

What word goes best in the blank? Wait for the child's response.

Whatever the child says, say "Hot" is the right word to go in the blank.

In the summer, it is hot. You should draw a circle around the A in front of "hot." Encourage the child to do so.

Now do these. (Point to the items.)

SYNONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-7 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 3 Items: 34-36

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

For instance (point to the Example in the test booklet), SMALL is the underlined word. Which of these words (point) means the same as "small?" Whatever the child says, say "Little" means the same as "small," so draw a circle around the B in front of "little." Encourage the child to do so.

Now you do the rest. (Point to the items.)

If the child asks what the words mean, say You try to figure that out.

SEQUENCE

This section measures the child's ability to place written material in logical sequence.

RECORDING: The child's response in the test booklet will consist of a number (1, 2, etc.) in a response blank, for each item. The examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-7 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 6 Items: 37-42

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read the instructions to the child. While reading, point to the paragraphs and the blanks.

INSTRUCTIONS: Now, here are six paragraphs. They tell a story when they are placed in the right order. Write the number "1" before the paragraph that should come first. Write the number "2" before the paragraph that should come next, and so on. Continue until you have completed the story.

IDIOMATIC EXPRESSION

This section measures the child's understanding of idioms used in the English language.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-7 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 3 Items: 43-45

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the underlined words and the alternatives.

INSTRUCTIONS: Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

(EXAMPLE)

For instance, read this sentence. (Point to the Example in the booklet.)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean? Does it mean "returned," or does it mean "decided," or does it mean "remembered."?

Wait for the child to respond. Whatever the child says, say The correct answer is "decided." Draw a circle around the B in front of "decided." Encourage the child to do so.

Now do these. (Point to the items.)

===

ANTONYMS

This task measures the child's knowledge of word meaning.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-7 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Total score on this section is obtained by counting the number of underlined alternatives circled. Enter this total in the appropriate box on the Answer Sheet.

Maximum score on this section: 4 Items: 46-49

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the stimulus words and to the alternatives.

INSTRUCTIONS: Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

For instance (point to the Example in the test booklet), DOWN is the underlined word. Which of these words (point) means the opposite of "down"? Whatever the child says, say "Up" means the opposite of "down," so draw a circle around the C in front of "up."

Encourage the child to do so.

Now you do the rest. (Point to the items.)

If the child asks what a word means, say You try to figure that out.

PUNCTUATION

This section measures the child's knowledge of basic rules of punctuation.

RECORDING: The child will circle his alternative in the test booklet. The Examiner should check for the correct answer for each item as it appears on the Answer Key on page 8-7 of the Interviewer's Manual.

SCORING: Score 1 if correct, 0 if incorrect.

Maximum score on this section: 5 Items: 50-54

DIRECTIONS FOR ADMINISTRATION

Point to the instructions in the booklet. Say to the child Read these instructions to yourself while I read them out loud. Read them aloud to the child. While reading, point to the paragraph, the underlined portions, and to the alternatives below the paragraph.

INSTRUCTIONS: Read the paragraph which follows. Parts of it are underlined and numbered. You are to find the correct punctuation and capitalization of the underlined parts. Below the paragraph are possible ways of punctuating or capitalizing the underlined parts, numbered in the same way as the parts in the paragraph. For each numbered part, select the one correct way of punctuating or capitalizing that part, and circle the letter in front of that answer.

PUNCTUATION

Read the paragraph which follows. Parts of it are underlined and numbered. You are to find the correct punctuation and capitalization of the underlined parts. Below the paragraph are possible ways of punctuating or capitalizing the underlined parts, numbered in the same way as the parts in the paragraph. For each numbered part, select the one correct way of punctuating or capitalizing that part, and circle the letter in front of that answer.

Crossing the American continenet in a covered, wagon (50) was a struggle many (51) people died before (52) they reached their destination. In the first place, disease spread rapidly throughout wagon trains killing (53) the weak and the young. Others perished because they could not find much water as they crossed vast desert areas. Lastly, in some places Indians attacked and killed, the (54) pioneers. The people who made it were truly the hardy ones.

50. A. covered, wagon
    B. covered wagon

51. A. struggle. Many
    B. struggle many
    C. struggle, many

52. A. died before
    B. died. Before
    C. died, before

53. A. trains killing
    B. trains; killing
    C. trains, killing
    D. trains. killing

54. A. killed, the
    B killed the
    C. killed; the

U.S. GOVERNMENT PRINTING OFFICE

P8

O M B No 1889-0501 Approval Expires September 30 '98

FORM **ELPS-49**
2 26 82

U S DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

ORAL TEST SCORING SHEET — AGE 14

THE LANGUAGE MEASUREMENT AND ASSESSMENT INVENTORIES

(LM AND A I)

ENGLISH LANGUAGE PROFICIENCY STUDY

1a. Test number	1b. Control number	1c. Person number
49		

2. Time

Started ____ ____ ____ ____ a ▭ p ▭ Stopped ____ ____ ____ ____ a ▭ p ▭

		RIGHT	WRONG
1. hazard	762	1	0
2. rehearse	763	1	0
3. ruthless	764	1	0
4. gesture	765	1	0
5. faculty	766	1	0
6. sequence	767	1	0
7. brawl	768	1	0

WORD RECOGNITION SCORE
(Enter number of "1's") → 769 ________

8.	804	1 ☐ A	2 ☐ B	[✓ 3 ☐ C]
9.	805	[✓ 1 ☐ A]	2 ☐ B	3 ☐ C
10.	806	1 ☐ A	2 ☐ B	[✓ 3 ☐ C]
11.	807	1 ☐ A	2 ☐ B	3 ☐ C

COMPREHENSION SCORE → 808 ________

TEST DISCONTINUED SCORE → 809 ________

12. PICTURE #19: bulb/candle	SCORE
LABELS. Illumination, lighting.	
MAJOR PARTS: Filament and wick, both have a base.	
FUNCTION: Give light.	
PHYSICAL CHARACTERISTICS. Size, density, weight, texture, brightness	
COMPARISON Use both in the dark or at night. Both can burn you. Both are bright	
OTHER:	
SIMILARITIES SUBTOTAL →	832 ________

13. PICTURE #15: cup/glass	
LABEL. Containers	
PARTS Both have rims and borders	
COMPOSITION Made out of plastic glass aluminum paper (similar materials)	
FUNCTIONS Used for drinking liquids (juice water milk coke)	
PHYSICAL CHARACTERISTICS Size texture weight density (small smooth light)	
COMPARISON You can also eat desserts (ice cream) from them Can be broken very easily	
OTHER	
SIMILARITIES SUBTOTAL →	833 ________

14. 877 1 ☐ A 2 ☐ B [✓ 3 ☐ C]
15. 878 1 ☐ A 2 ☐ B [✓ 3 ☐ C]
16. 879 1 ☐ A [✓ 2 ☐ B] 3 ☐ C
17. 880 1 ☐ A [✓ 2 ☐ B] 3 ☐ C
18. 881 [✓ 1 ☐ A] 2 ☐ B 3 ☐ C
19. 882 [✓ 1 ☐ A] 2 ☐ B 3 ☐ C

NONPICTORIAL SCORE ⟶ 883 ____________

20. PICTURE #24: car/truck	SCORE
PARTS: Car is enclosed, truck has open space. Truck does not have a back seat or trunk	
COMPOSITION: Trucks may have more wheels than a car, more metal is used.	
FUNCTION: You use trucks to carry heavy loads, cars to carry people.	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Trucks are bigger and heavier. Cars smaller.	
COMPARISON: Trucks cost more. They are built differently, trucks take more time to be assembled.	
OTHER	
DIFFERENCES SUBTOTAL ⟶	884 ____________

21. PICTURE #10: airplane/ship	
PARTS: Airplanes have wings, ships have bedrooms, beds, master helms, showers, dining rooms. Airplanes have wheels, cockpits.	
COMPOSITION: Some ships were made out of wood. Planes are made of a different material (metal)	
FUNCTION: Airplanes fly, ships can't (float). Airplanes can't float, will sink	
PHYSICAL CHARACTERISTICS: Size, texture, weight, density. Ships are bigger, heavier	
COMPARISON: Airplanes take you places faster. Airplanes are noisier.	
OTHER	
DIFFERENCES SUBTOTAL ⟶	885 ____________

[illegible]

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

O.M.B. No. 1885-0501 Approval Expires September 30, 1982

P6	1a. Test number	1b. Control number	1c. Person number
	14		
	2. Time		
	Started ___ ___ : ___ ___ a.m. p.m.	Stopped ___ ___ : ___ ___ a.m. p.m.	

ENGLISH LANGUAGE PROFICIENCY STUDY

LM AND AI
WRITTEN TEST
CHILDREN
AGE 14

FORM ELPS-14
2 (8-82)

COMPREHENSION

Read each story, then answer the questions that follow. Draw a circle around the letter in front of the correct answer.

My brother is painting the walls of our kitchen. He places his can of red paint on a near-by shelf which is above the stove. My sister comes into the kitchen to put a cake she is making into the oven. Someone calls her from outside and she leaves the cake on top of the stove while she goes out to see what is happening. The door slams, causing my brother to turn around quickly. His arm hits the can of paint which falls into my sister's cake mix.

23. What will probably happen next?

322
- A. My sister will continue to bake the cake.
- B. My sister will get upset, and the cake and can of paint will be thrown out.
- C. My brother will pick up the cake bowl and use the mixture of cake and paint to continue painting.
- D. We will eat the delicious red cake.

24. What is the best conclusion that can be drawn from this story?

323
- A. One should not bake while someone is painting.
- B. Friends should not call you when you are baking.
- C. Red paint is not a good color to paint a house.
- D. One can never be too careful when working with paint.

CONTINUE ON THE NEXT PAGE

COMPREHENSION – Continued

The father is cleaning up his boat that is moored to a wharf at the marina. The mother is holding her three-year-old daughter as she stands on the wooden wharf. Since the wharf boards are quite old, the boards break under the weight of mother and daughter. They fall into water that is about four feet deep.

25. What will probably happen next?

324 A. The father will hear a crack and a splash and will jump into the water to rescue them.

B. The father will run to a telephone booth and call the fire department.

C. The father will inspect the boards that broke.

D. The father will move his boat out of the marina.

The Gentle Soap Company advertises a new soap that is milder than any other soap on the market today. Tests conducted in consumer laboratories prove Gentle Soap to be the mildest of all soaps tested on twelve babies. The mothers of these babies switched from their old brand of soap to milder Gentle Soap.

26. What will probably happen?

325 A. Other mothers will change soap brands.

B. The babies who tested Gentle Soap will develop a skin rash.

C. The test results will not be important to any mothers.

D. The other soap companies will sue Gentle Soap Company.

STOP

326 SCORE

CLOZE

Each of the following sentences is missing a word. Find the word that goes best in the blank space in each sentence. Draw a circle around the letter in front of that word.

(EXAMPLE)

In the summer, it is ______.

A. hot B. cold C. far

"Hot" is the right word to go in the blank. In the summer, it is hot.

You should draw a circle around the A in front of "hot."

27. The pageant we attended last night had much color. The pageant was very ______________.

386 A. colorless B. coloring C. colorer D. colorful

28. The tiger had no teeth left. The tiger was______________.

387 A. toothless B. truthful C. mouthless D. toothful

29. Joe felt that he would never be able to hit a baseball after he struck out. You could safely say that Joe felt ______________.

388 A. hopeful B. hopeless C. positive D. mobilized

30. The motorcyclist ______________ down the street.

389 A. provident B. zoomed C. plushed D. equated

CONTINUE ON THE NEXT PAGE

CLOZE — Continued

31. It is a common belief that one cannot trust an agressive country. It is common
to ______________ an agressive country.

360 A. maltrust B. mistrust C. contratrust D. untrust

32. The physician was accused and convicted of ______________ .

361 A. superpractice B. mispractice C. malpractice D. postpractice

33. The Madison Student Council meets every other week. They meet __________ .

362 A. weekly B. coweekly C. preweekly D. biweekly

SCORE

363

STOP

TEST DISCONTINUED SCORE

364

SYNONYMS

Find the word that means the same as the underlined word. Draw a circle around the letter in front of the word that means the same.

(EXAMPLE)

SMALL

A. big B. little C. fast

"Little" means the same as "Small," so draw a circle around the B in front of "little."

34. PUBLICIZE

387 A. herb B. people C. announce D. endure

35. DRAFT

388 A. sketch B. desire C. chair D. bicker

36. SPIRIT

389 A. engulf B. soul C. rough D. center

STOP

390

SCORE

SEQUENCE

Read the directions below. Then answer the questions which follow the directions by writing the number of the appropriate steps in the blank.

Here are six paragraphs. They tell a story when they are placed in the right order. Write the number "1" before the paragraph that should come first. Write the number "2" before the paragraph that should come next, and so on. Continue until you have completed the story.

37. 418 ______ Finding none, he went to the nearest hardware store and purchased a bottle of chlordane. Once he had returned with the chemical, he read the instructions carefully.

38. 419 ______ The mixture of chlordane and water appeared to work adequately. Two days after the spraying no more ants were seen in the house.

39. 420 ______ The directions read: To kill spiders, roaches, ants, and most other crawling insects, mix a ratio of 2 tablespoons of chlordane to 1 gallon of water.

40. 421 ______ She went to Mr. Smith and apprised him of the situation. He searched all over the house for chlordane, a chemical used by exterminators.

41. 422 ______ Mr. Smith mixed the correct proportion of the chemical and water and sprayed the doorways, window ledges, cracks, and all around the base of the house.

42. 423 ______ Mrs. Smith spotted some ants in her home, and became concerned when she discovered them in the sugar bowl.

STOP

424 SCORE

IDIOMATIC EXPRESSION

Each sentence below has a part that is underlined. Read each sentence, then answer the question about the part that is underlined. Draw a circle around the letter in front of the correct answer.

(EXAMPLE)

I have made up my mind to go swimming today.

In this sentence, what does made up my mind mean?

A. returned B. decided C. remembered

The correct answer is "decided." Draw a circle around the B in front of "decided."

43. You and your sister need a new pair of shoes. Your sister, however, gets the new shoes. She continues to brag about her new shoes, making you feel disgusted. She tells you that the squeaky wheel gets the grease. The underlined expression means that —

439

A. Your sister has just greased her bicycle wheel.
B. You have to grease her squeaky bicycle wheel.
C. If you complain long enough you will get attention.
D. Attention is given to those that are patient.

CONTINUE ON THE NEXT PAGE

IDIOMATIC EXPRESSION – Continued

44. You have told a lie. You told your father that you did not know who broke his car window. You know that you did it when you let the bat slip out of your hands. Your brother wants you to eat humble pie.

The underlined expression means that you –

440

A. eat a cream pie.

B. apologize to Father and tell him the truth.

C. tell Father that a boy from the neighborhood did it.

D. celebrate about the lie you told.

45. Your sister wants you to take a powder.

The underlined expression means your sister wants you to –

441

A. take an aspirin.

B. sprinkle dusting powder in the bathroom.

C. go to sleep immediately.

D. leave quickly.

STOP

442 SCORE

ANTONYMS

Find the word that means the opposite of the underlined word. Draw a circle around the letter in front of the word that means the opposite of the underlined word.

(EXAMPLE)

DOWN

A. big B. under C. up

"Up" means the opposite of "down" so draw a circle around the C in front of "up."

46. MORAL

470 A. righteous B. ethical C. faithful D. corrupt

47. LIBERAL

471 A. generous B. ample C. conservative D. charitable

48. AMBITION

472 A. aspiration B. motivation C. competition D. indifference

49. ARROGANT

473 A. proud B. superior C. insolent D. modest

STOP

474 SCORE

PUNCTUATION

Read the paragraph which follows. Parts of it are underlined and numbered. You are to find the correct punctuation and capitalization of the underlined parts. Below the paragraph are possible ways of punctuating or capitalizing the underlined parts, numbered in the same way as the parts in the paragraph. For each numbered part, select the one correct way of punctuating or capitalizing that part, and circle the letter in front of that answer.

Crossing the American continent in a $\overset{50}{\underline{\text{covered, wagon}}}$ was a $\overset{51}{\underline{\text{struggle many}}}$ people $\overset{52}{\underline{\text{died before}}}$ they reached their destination. In the first place, disease spread rapidly throughout wagon $\overset{53}{\underline{\text{trains killing}}}$ the weak and the young. Others perished because they could not find much water as they crossed vast desert areas. Lastly, in some places, Indians attacked and $\overset{54}{\underline{\text{killed, the}}}$ pioneers. The people who made it were truly the hardy ones.

50. 606 A. covered, wagon
B. covered wagon

51. 607 A. struggle. Many
B. struggle many
C. struggle, many

52. 608 A. died before
B. died. Before
C. died, before

53. 609 A. trains killing
B. trains; killing
C. trains, killing
D. trains. Killing

54. 610 A. killed, the
B. killed the
C. killed; the

STOP

611 SCORE

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END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

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